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ABSTRACT

A review of literature and a survey of approximately 40 percent of 4,688 public, private, and parochial school principals and 60 National Collegiate Athletic Association (NCAA) Division I institutions provide information on the effects of NCAA Rule No. 48, which mandates new academic criteria for the athletic eligibility of college entry level students. Limitations include guaranteed anonymity of respondents and variable location, size, and structure of responding institutions. The survey instruments are designed to collect demographic data about schools and respondents and to focus on such questions about the rule as the degree of awareness, approval/disapproval, and methods to disseminate information. The report concludes by summarizing major conclusions and recommending such measures as increased dissemination of information about the rule and analysis of student records to determine how students will be affected. Eleven tables include data on geographic distribution, school size, team sport distribution, tenure of respondents, race/sex of respondents, number of grants-in-aid recipients, and recipients not meeting 2.0 grade point average requirements. Four appendixes present responses to the secondary school survey, comments from secondary school respondents, responses to Division I Institution I and Division I Institution II surveys, and the investigative staff. (PB)

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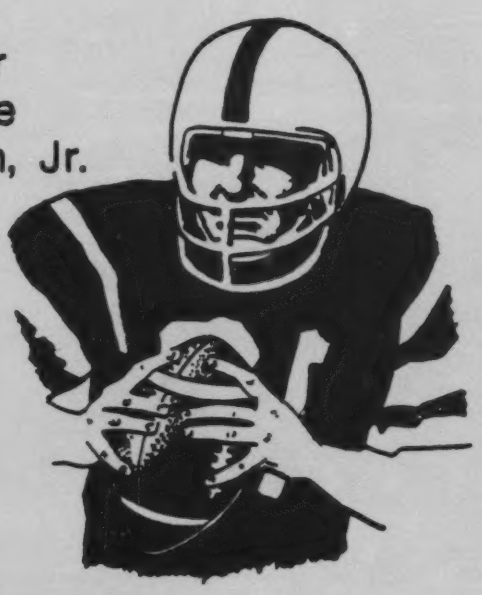

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NCAA RULE NO. 48:

A NATIONAL STUDY OF

THE ACADEMIC IMPLICATIONS FOR

U. S. SECONDARY SCHOOLS

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January 1984

FORWORD

The investigators' intent in conducting this national study on NCAA Rule No. 48 is to collect information on the reactions and responses to this change in policy in both secondary and higher education institutional settings. Although there are issues addressed within the study that dwell on areas concerned with athletics, the thrust of the study is upon the academic implications of Rule No. 48

The relationships between academics and athletics, in both public and private educational institutions, is a very complex issue. Thus, the purpose of the study is not to generate descriptions of this relationship but to describe existing attitudes toward, and the perceived effects of, Rule No. 48 within those educational settings.

Hopefully, an information base, such as presented in this study will be useful in creating an awareness of the issues related to Rule No. 48 and contribute positively in the continuing deliberation over this proposed change.

A study of this magnitude could not have been accomplished without the dedication, support and efforts of numerous individuals. Therefore, acknowledgement is expressed to: all those respondents who so willingly gave of their time to complete and return rather lengthy instruments; Dean B. J. Skelton, Assistant Vice-President for Student Affairs and NCAA

Representatives for Clemson University, without whose support this study could not have been completed within a very limited time frame; the Clemson University Athletic Department, whose interest, concern and support of the study superceded athletic interests per se; Mr. Walter Mayfield, Director of Systems Analysis, Office of Academic Affairs, Clemson University, for his guidance in instrument construct and facilitation of data analysis; graduate assistants Betty J. Scott and Cheyrl S. Pierce for their organization and supervision of "stuffing," mailing and receiving the instruments used in the study; graduate assistants Yolanda S. Atkinson and Beth Roberts for their untiring efforts in preparing the instruments for computer analysis; graduate assistant Nancy Lind for conducting a search of the literature; Marla Grant, Curriculum Lab, for aiding in coordination of "time-on task," and Penni Seibert, Sonja Massey, Angie Alexander, and Brenda Harris of the departmental secretarial staff for the countless re-typing leading to completion of this document.

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INTRODUCTION

The January, 1983 adoption of new criteria by the NCAA for athletic eligibility of college entry level/student athletes has created a storm of controversy. The issues in question focus upon Rule No. 48, a rule which basically mandates that entering freshman enrolling in Division I member institutions as student/athletes must:

1. score 700 of a possible 1600 on the SAT, or
2. score 15 of a possible 36 on the ACT, and
3. have maintained a 2.00 of a possible 4.00 GPA, and
4. that this average be computed from 11 specific academic courses.

There have been numerous positions taken by Division I schools. Whether pro or con, their positions are defended for a variety of reasons; reasons which center largely on the effect of Rule No. 48 on the program at the university level, and/or the high school graduate as a potential grant-in-aid candidate and a potential athletic team member.

Need for the Study

Though there has been considerable conjecture on the effects of Rule No. 48 on the "feeder" high schools and the potential high school student/athlete graduate, little has been done to determine what those effects will be.

Obviously, if higher test scores are needed on the SAT and the ACT then there has to be concern in the area of student test preparation. It is just as obvious that a more concentrated focus will have to be taken on academics per se; namely, the subjects to be taken and the GPA to be maintained.

Thus, it was reasonable to assume that the following areas needed to be examined regarding any changes occurring or changes planned, at the secondary level:

A. What is the level of awareness of Rule No. 48 among U. S. secondary schools?

B. What is the impact level of Rule No. 48 as perceived by U. S. secondary schools?

C. What responses is Rule No. 48 eliciting in the secondary school community?

The questions above sought to determine if the high schools themselves sensed any need to alter their programs to aid student/athletes in meeting the new requirements, and if so, in what areas.

Thus, one of the primary considerations of the study was to determine the academic changes being developed in response to Rule No. 48. Secondary schools may be perceiving that the needed changes are not "their responsibility." It may be that these schools have planned specific responses to the Rule. Hopefully, this study has revealed the pattern of activity taking place at the senior high school level.

Purpose of the Study

The purpose of this study was to investigate the effects of Rule No. 48 in three (3) major areas:

A. to determine the level of awareness of Rule No. 48 in U. S. secondary schools

B. to determine the impact level of Rule No. 48 in U. S. secondary schools as to:

   1. the number of secondary student/athletes affected
   2. alterations or modifications of the curriculum
   3. alterations or modifications in counseling and guidance procedures
   4. alterations or modifications in college admission testing program preparation
   5. alterations or modifications in athletic counseling
   6. changes in home/school communication related to Rule No. 48

C. to determine the perceived impact on Division I institutions as to:

   1. the anticipated effect of Rule No. 48 on athletic scholarships
   2. the level of agreement on varied aspects of Rule No. 48

D. to determine the perceived impact of Rule No. 48 on currently enrolled and participating Division I student/athletes as to:

a. perceptions about Rule No. 48

b. opinions as to secondary school responsibilities in light of the existence and application of Rule No. 48.

REVIEW OF RELATED LITERATURE

The issues related to NCAA Rule No. 48 (10:1), and its impact on the nation's senior high school, are fairly evident and are becoming more controversial as time goes on.

Abuses in recruiting, college admission and continuing course work eligibility have become common place. As John Crowl writes in The Chronicle of Higher Education:

> ....NCAA academic standards had been abused both by high schools and by college recruiters. High schools, it was charged, often fail to require athletes to take academically rigorous courses, leaving them unprepared for college level work. Colleges, in turn, often permit athletes to take only remedial and nondemanding courses in order to remain eligible to play (1:20).

The foregoing statement is supported by comments from NCAA enforcers who have dealt with academic scandals of the immediate past and who see these abridgments of acceptable academic behavior as the basis for the adoption of Rule No. 48. The role of violating institutions continues to grow longer and the findings more damaging year-by-year (3:2B-18).

Unfortunately, at the senior high school level where preparation for college academics and athletics occurs, a state of apathy apparently exists concerning the consequences for the star athlete who is number one on the sports page, but last in his class. Rare is the high school that has highly recruited Division I type athletes year after year. Thus, the press for academic excellence from

high school athletes simply does not exist in most quarters. The average high school athlete fades away after graduation into that great milieu of sport spectators. True, many high school athletes do go on to higher education institutions, but their activities are limited to fraternity, sorority, and class competition in the intramural program or Saturday afternoon make-up team games. To assume that NCAA's position on academics will be the cause of great consternation in secondary school circles across the nation may well be a serious miscalculation on the part of those within the NCAA who support the Rule.

Writing in Education Forum, Paul J. Zingg describes the college student/athlete as a "transient participant in the system," a larger part of society within which "intercollegiate athletics celebrates the system at the expense of the individual" (25:285). It is worth noting here that though the student/athlete at the preparatory level may be receiving special academic dispensations, the National Federation of State High School Associations does have policies requiring passing grades on 15 semester course periods. Many state activities associations upgrade those minimums, and at the school level even tighter requirements for athletics, or for all extra-curricular participation, exist (4).

To lay blame--or responsibility--for NCAA mandated academic controls at the senior high school level may be a serious error in judgment. There simply isn't that

much at stake for the total high school program. Obviously, the focal point of serious discrepancies in preparation of students in any curriculum path occurs where college admission is granted and where intercollegiate athletic participation is visible.

Luna Mishoe, President of Delaware State College, has been quoted as stating: "We're going to get the word out to high schools in Delaware to get athletes into a core curriculum; get them to a point where they can pass that test, so in 1986, if there is the rule, we'll be ready," (5:12).

Doubtless, institutions affected by a revised NCAA stance on academics (whatever the final rule may encompass) are contacting secondary schools within their sphere of influence and informing those schools of the need to place emphasis on acceptable standards of academic enrollment, attainment, and college entrance examination score levels. One of the purposes of this study was to determine how much of this type of activity is underway at this time in the nation's high schools. It may be that the educational process for complying with Rule No. 48 would be better aimed at other targets--the students and their parents. An entire secondary institution, or a school district for that matter, cannot base its curriculum or scheduling procedures on the ideals of NCAA rule-makers.

As stated in a recent editorial in the NCAA News:

> Proposal No. 48 is a signal to the high school student--3 1/2 years in advance of the effective date--that there are specific educational hurdles

> to clear if he or she intends to participate in college athletics as a freshman in Division I. It also signals some of the Nation's high schools that they will do the prospective student/athlete a disservice by passing him or her along without proper training because the colleges simply do not have the capacity to compensate for fundamental elementary and secondary school inadequacies (12:2).

The problem is larger than the availability of courses, grade-point averages and standardized test scores. It is probable that most potential grant-in-aid candidates aren't identified and scouted until their eleventh grade year or later. What then is the role of the public, parochial or private high school in preparing an exceedingly small percentage of students to meet a single agency's self-imposed requirements? Is not the role of the secondary community that of a total focus on more relevant academic requirements for all students? Apparently, the traditional college preparatory curriculum track available at the secondary school would suffice to meet the new NCAA posture (4) (11) (24). Unfortunately, the problem begins even earlier--at the elementary level--as evidenced by the developmental and remedial programs provided by major colleges and universities enrolling considerable numbers of student/athletes in basic skill courses focused on the 3-R's (1).

In the final analysis, perhaps the debate over the current condition of college athletics is nothing more than another symptom of the condition of American education as put forth in the recent National Commission on Excellence in Education Report: Our National is at Risk (15).

The development of university athletics, supported by increasing radio, television, and movie contracts (as well as growing alumni athletic scholarship funds), has placed increased pressure, responsibilities and accountability on higher education administration (24).

The tendency to allow athletes to "hide in class" and dilute athletic academic integrity was addressed by John B. Greene in a paper presented to the California Community College Administrators:

> ....The subject of academic integrity in community college athletics must be our concern if our students are to become winners. ....There shouldn't even be ways for marginal students who are great athletes to breeze through school. Academics have to be made important so that our athletes can't hide in class. ....As we move into the '80's, each of us in management must be more concerned about violations, and more concerned about tight parameters, and more concerned about student athletes missing classes to attend games (7:3, 16).

Assuming that the problem of academic aptitude and achievement is evident early at the senior high school level, an editorial in the Anderson Independent, Anderson, South Carolina, presented the position that NCAA Rule No. 48 is: "nothing more than a strong message to high school administrators and coaches--if you want a young athlete to progress to the college ranks, you better take the athlete under your academic wing" (4).

Colleges and universities who are among those that insist that their entrance requirements for athletes is far above Rule No. 48 requirements are typified by Father Theodore M. Hesburgh's comments at the 1981 Notre Dame

football banquet: "Intercollegiate athletics are important in the life of an institution, but not all-important" (20:62). Lindquist reported the status of the basketball squad at William and Mary as: "...an average SAT was 1,108. That's from a high of 1,280 to a low of 990. That's correct: a low of 990. Only one member of the tribe was under 1000" (9).

Opposition to a minimum 700 SAT score has been stated by Gregory R. Annig, President, Educational Testing Service. As quoted by Scott, in Chronicle of Higher Education, Annig stated that:

> He opposed the rule adopted by the National Collegiate Athletic Association at its annual convention...the rule would have kept (in 1981) some 90,527 white college freshman from competing--more than twice the number of blacks, which was 42,831...the issue, therefore, cuts across racial lines in addition to afffecting minorities disproportionately (21:1,18)

Much has been written and debated concerning the effect on the black athlete of the minimum SAT requirements (5) (6) (16); however, little challenge remains regarding the correlation of standardized college entrance tests and predicted educational success of any student grouping.

Charles Farrell writes of Jesse Jackson's posture: "the NCAA has acted as a 'Trojan Horse,' to protect the interests of major white universities who have violated the contract of educating these people" (5:1). There are those, however, who take the position that twenty percent of all financial awards are given to college men in the form of athletic scholarships and that those students

should be expected to have sufficient academic competence to assure that eligibility is not hindered by poor grades (6:3).

In a recent article, Harry Edwards, black professor of sociology at the University of California at Berkley, critized the opposition to Rule No. 48 by a coalition of black educators and civil rights leaders. These opponents to Rule No. 48, Edwards argues, should realize the exploitation of black athletes that has occurred in predominately white universities. Blacks constitute a disproportionate number of athletes but receive proportionately fewer scholarships and a very small percentage eventually graduate from college. Furthermore, since fewer than 2,400 blacks make a living playing some type of professional sport, this does not justify the attention given to high school and college athletics as a means of social mobility for black youth. Edwards suggests that the real issue in the controversy over Rule No. 48 is not racist academic standards, but the likelihood that black Division I schools could not compete for qualified black athletes. Black leaders who have been critical of Rule No. 48 missed a golden opportunity to take a stand for greater excellence in education. Academic achievement, after all, is a much better route to social mobility for black youth than the very limited opportunities that may be available in professional sports (2).

A recent compilation of SAT scores of the nation's College-Bound High School Seniors appears as follows:

NATIONAL SAT SCORES:
(1981 COLLEGE BOUND SENIORS)

	Whites	Blacks	Other Minorities	Total
Number of Males Tested	315,267	14,270	75,473	405,010
% - At least 700 score	91%	49%	74%	85%
Number of Females Tested	313,747	18,337	68,301	400,385
% - At least 700 score	84%	40%	71%	78%
Total	629,014	32,607	143,774	805,395
% - At least 700 score	87%	43%	72%	81%

(The above data represents the conditions five years before the effective date of Rule No. 48) (12:2)

Obviously, the above data indicates a greater effect on minorities (21). Based on the large percentage who complete their grant-in-aid years without a degree, then the problem is self-evident. Collegiate athletics is, for many athletes, preparation for a career as a professional athlete. Academicians obviously do not accept the idea of athletics as a profession replete with preparatory conditions that supercede conventional academic offerings--or certainly academia as it applies to medicine, law, business, engineering, education, etc.. The billions of dollars expended yearly in this country, and across the world for that matter (2), should give pause to spend some time in evaluating the realities of the student who comes to college for the singular purpose

of preparing for an athletic career, and possible riches and fame that come with success in the world of professional athletics.

Since the life of today's college student/athlete may be dominated by his/her sport participation (if he/she retain his/her scholarship support), the basic premise is one of pay-for-play. Academic excellence is not the basis for supplying tuition, books, room and board, monthly stipends and/or promised off-season employment. In a recent Associated Press release, Coach Tom Osborne of Nebraska is quoted as favoring a $50 per month support stipend for student/athletes while Senator Ernest Chambers of Omaha introduced bills in the Nebraska legislature to include football players as state employees with compensation as high as $500 per game (8:9-c). Under the Senator's proposal the college athlete is hardly seen as a student engaged in pursuit of academic achievement as his/her primary purpose of university enrollment and attendance.

In a variety of television news interviews and debates during recent months, the issue of freshman eligibility also continued to be debated. During a discussion on the Phil Donahue Show, aired by NBC during February, 1983, Dr. Joseph Paterno of Penn State took the position that freshman athletes should be barred from intercollegiate varsity participation. Since many incoming freshman football players participated in as many as two varsity

games prior to their first day of college class, he suggested that those entering students possibly develop a concept of athletics first and academics second (19:6). There are others who share a desire to return to freshman ineligibility (13). The possibility of reinstating the non-eligible freshman rule for intercollegiate athletes may well be a compromise emanating from the upcoming January, 1984 NCAA Annual Conference. As stated by Edward Thaddeus Foote II, President of the University of Miami: "There is a great deal of interest on the part of some committee members (ACE) in the idea of abolishing freshman eligibility altogether" (23:19). This notion is supported by others who feel such a move would give the newly enrolled student/athlete time to equate academic attainment with athletic participation. Dr. Paterno also takes the position that he can support the 700 SAT/15 ACT minimum score, especially since time is provided by the Rule for high schools to respond to the Rule (18:4).

Where does the secondary school come in? The basic curriculum goals of today's senior high school are primarily three-fold: (1) prepare college bound students for acceptable enrollment in a two- or four-year institution; (2) prepare vocationally bound students for employment, and (3) prepare the physically and/or mentally handicapped students for survival within our society. How does all this address the issue of NCAA athletic requirements?

Obviously under Rule No. 48, the possible college-bound athlete must be viewed within the college preparatory curriculum program.

Will a non-college preparatory curriculum suffice for the student/athlete possibly to the extent that further developmental or remedial work will be required of large numbers of freshman athletes who have not focused their studies on college entrance requirements (and NCAA regulations for freshman eligibility)? At what stage in their high school academic life can the potential collegiate athlete recruit be identified as a "college prep" curriculum-track student? At what point in their preparation should the potential athletic recruits be schooled in standardized test-taking and satisfactory scoring? The impact of NCAA Rule No. 48 can be significant if viewed within the context of the senior high school's responsibilities to its entire student body. It is conceivable that the least obvious sophomore third-string quarterback may develop into a John Unitas, Fran Tarkington or others of similar accomplishment, or the least apparent female trackster may develop to the heights of a Mary Decker through work, determination, and physical growth. But, of the greater number of secondary students, that group is the lesser.

The move toward toughened academics in the nation's high schools appears to be growing. It could be that a coalition of effort between college administrators and

secondary school leaders can accomplish that which is sought at both levels. Certainly, the imposition of one set of regulations from a unilateral position by either predicts only serious problems for the other.

It is the hope of the investigators conducting this national study that the data collected contributes to a pool of information that will aid in the solution of a growing national problem and that the nation's secondary schools and colleges and universities will gain food for thought in moving toward solutions that will serve the interests of all.

DESIGN OF THE STUDY

Sampling and Instrumentation

The study was conducted under the following procedures:

A. a 20% random sample of the nation's public, private, and parochial senior high schools extant at the time of the investigation was selected. The sample was extracted from Educational Directories, Inc., Patterson's Educational Mailing List, Bulletin #30

B. a response instrument (Instrument III in Appendix) was developed, validated as to ease of completion, and mailed to 4,688 public, private, and parochial senior high school principals with return postage included

C. the 277 colleges and universities holding Division I membership at the time of the study were identified as presented in NCAA Directory: 1982-83, National Collegiate Athletic Association, Mission, Kansas, October, 1982

D. a response instrument (Instrument I in Appendix) was developed, validated as to ease of completion, and mailed to 277 athletic academic advisers in each NCAA Division I institution with return postage included

E. information included in correspondence to Division I institution athletic academic advisers requested

a random sample by the institution of 15 student/athletes in each institution currently under grant-in-aid status

F. a response instrument (Instrument II in Appendix) for completion by Division I member institution student/athlete was developed, validated for ease of completion, and included in packets mailed to each of the 277 Division I institutions with return postage included

G. returned responses were collated and an analysis and summary of the data was completed - (methodology analysis)

H. an abstract of the findings of this study was distributed to all senior high schools and higher education institutions selected as respondents

I. all respondents were guaranteed anonymity and that guarantee has and will be maintained by those Clemson faculty members responsible for conducting the study as well as any future verbal or written material detailing findings of the study

J. a final report was published and disseminated.

Limitations

"Limitations" as defined in this study included those factors over which the investigators had, or exercised, no control. Those factors identified as limiting the

study were: the necessity of guaranteed anonymity to respondents; the distribution of service instruments by means of U. S. Post Office procedures; the number of sampled respondents voluntarily responding; the possible and probable variance in item interpretation on any of the three response instruments. The integrity of respondents as related to particular (and personal) items, and the variance in location, size, and structure of responding institutions would also be a limiting factor.

Delimitations

"Delimitations" as defined in this study included those factors over which the investigators exercised varying degrees of control. Some of the more obvious delimitations identified included: the construction of response instruments I, II and III and items contained therein; the decisions as to sample sizes of responding institutions at the senior high level; the decision to seek response from all NCAA Division I members; the decision as to sample size of Division I student/athletes within each Division I institution; the distribution procedure used in soliciting responses on all three instruments; the accuracy level of compilation of responses, and the interpretations and presentation of findings by the investigators.

TREATMENT OF DATA
SECONDARY SCHOOL SURVEY

Procedure for Analysis of Data

Description of Instrument

The instrument used to collect the data for secondary schools was composed of several sections. The first part of the survey instrument was designed to collect information about demographic characteristics of secondary schools and respondents who completed the survey instrument.

Other sections of the survey focused on such questions as:

1. degree of awareness of Rule No. 48
2. approval/disapproval of Rule No. 48
3. initial source of information about Rule No. 48
4. whether colleges and universities are providing secondary schools explanatory information about Rule No. 48
5. methods to inform students about Rule No. 48
6. action being taken by secondary schools in response to Rule No. 48
7. comments of respondents regarding Rule No. 48.

Method of Statistical Treatment

The data collected in this study were analyzed at the Academic Computer Center at Clemson University. The

Statistical Analysis System was utilized. The specific portion of the system utilized in this study was the Chi Square Analysis (17) (18). In reporting results of contingency table analysis, row and column effects which are reported to be dependent are statistically significant at alpha = 0.05 level.

The first type of data computed was simple tally counts for each of the responses in the survey instrument. These counts are included on the instrument which is presented in Appendix A. In referring to this data the reader may note discrepancy in numbers for different responses. This is because some participants chose not to respond to some items.

The second type of data computed were two-way contingency tables analysis in which demographic or other factors were treated as dependent variables and informational items as independent variables. The section of the report entitled "Descriptive Analysis of the Data" is organized around the items presented in the survey instrument.

Descriptive Analysis of Data

Demographic Characteristics of Sample

Survey instruments were mailed to principals/headmasters of 4688 secondary schools located throughout the 50 states. These 4688 schools represent a 20 percent sample of all secondary schools listed in Patterson's Educational Directory. A computerized random sample was

prepared by Educational Directories, Incorporated, as representative of all U. S. senior high school, public, parochial, and private.

One thousand nine hundred sixty completed instruments were returned. Eighty-seven unusable instruments were returned due to wrong addresses, schools no longer in existence, no athletic programs offered, etc. Since the initial mailing of the instrument and instructions constituted the only solicitation for participation in the study, the investigators concluded that there was an excellent rate of response to the study. Approximately 44 percent of the instruments mailed out were completed and returned. Data collected for this study were based on a random sample of approximately 9 percent of all secondary schools in the United States.

Several types of demographic data were collected for both secondary schools and headmasters/principals who completed the survey instrument. Table 1 describes the geographic distribution of participants in the survey based on regional accreditation association boundaries:

TABLE 1

Geographic Distribution

	New England	Middle States	Southern	North Central	North-West	Western
N*	99	531	509	498	90	291
% of Sample	5.0	27.2	26.1	25.5	4.6	11.2

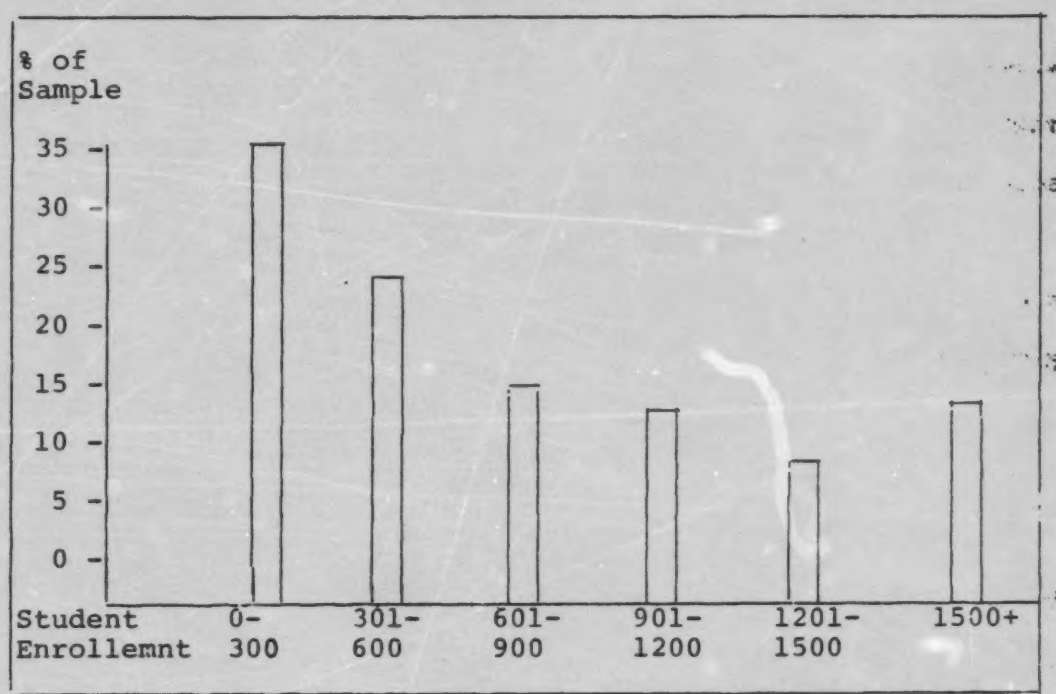
*Some respondents chose not to indicate geographic location.

Fifty-two percent of the secondary schools included in the survey were located in rural areas; 17 percent in urban areas and 31 percent in surburban areas. Eighty-nine percent of the schools responding to the study included grades 9-12 whereas only 11 percent of the sample included grades 10-12. Eighty-three percent of the responding schools were public schools; 12 percent were private schools, and 5 percent were parochial schools.

Table 2 describes in graphic form the size of schools included in the survey sample:

TABLE 2

Size of School



Approximately 77 percent of the schools in the sample had a student population that consisted of fewer than

20 percent minority students. Approximately 12 percent of the sample schools had 21-40 percent minority enrollment; 5 percent had 41-60 percent minority; and 6 percent had more than 61 percent minority population.

The investigators were interested in learning the type of inter-scholastic team sports that were sponsored by the schools in the sample. That information is summarized in Table 3:

TABLE 3

Team Sport Distribution

Team Sport	Football	Basketball	Baseball	Track	Soccer	Hockey	Tennis	Golf	Wrestling	Other
% Having Team	83.3	98.4	80.5	87.3	35.2	10.2	56.7	57.7	52.5	63.1

From the above demographic characteristics of schools that responded to the survey the investigators concluded that there was a diverse representation of secondary schools who chose to participate in the study.

Characteristics of Survey Respondents

Principals or headmasters of each school were invited to complete the survey instrument. The investigators collected three types of demographic data on these respondents. The researchers wished to determine if tenure in position could affect attitudes and responses

to NCAA Rule No. 48. Table 4 describes tenure in position for the respondents to the survey:

TABLE 4

Tenure of Respondents

Tenure	0-5 years	6-10 years	11-15 years	16+ years
% of Respondents*	44.3	22.9	15.9	16.6

*.3% no response

Two additional types of demographic data were collected from the principals/headmasters. That information is summarized in Table 5:

TABLE 5

Race/Sex of Respondents

Race/Sex	Male	Female	Black	White	Hispanic	Other
% of Respondents	93.3	6.6	3.5	94.8	1.0	.6

The demographic data collected in this study confirmed other data that indicate secondary principals/headmasters are predominately white males.

Awareness of Respondents to Rule No. 48

A major purpose of the study was to determine the level of awareness to NCAA Rule No. 48. From the data it was observed that 75 percent of the sample respondents were aware of the existence of the Rule. However, there is

a significant difference between geographic regions. Southern and Middle states have the highest level of awareness at 82 percent and 79 percent respectively. Western and Nortwestern states were lowest with only 63 percent and 56 percent levels of awareness. Giving consideration to the number of senior high schools in that portion of the study sample, it seems that this level of awareness is much lower than should exist in a densely populated area.

The differences between urban, suburban and rural schools appear negligible. An examination of other variables within the study leads one to feel that this lack of significance is the result of reasonably high percentages of U. S. schools aware of the Rule because of exposure to the news media; however, it should be noted that rural schools are the least aware even though they comprise some 52 percent of the respondents.

The enrollment of the schools appears to have a significant effect on degree of awareness of Rule No. 48. Larger schools have the highest level of awareness (82%) and the smallest schools the lowest (68%). It could be assumed that the larger the school, the stronger the athletic program, or the more students involved in the interscholastic program. Though the smaller schools comprise the greater share of the sample (71%), only 74 percent are aware of the Rule compared to 80 percent of schools enrolling 901 or more students.

Racial composition of schools does not affect the level of awareness of Rule No. 48. The lowest levels of awareness were found within those schools having the smallest percentage of minority students.

The sex of the principal appears to have little effect on awareness of the Rule. The level of female awareness is only 2 percentage points below that of males. There seems to be no reason to assume that this difference exists because of anything other than chance--unless one views the difference based on the males' attention to the sports news.

Though 94 percent of the principals were white, a significantly lower percentage of that group indicated an awareness of Rule No. 48 compared to minority principals.

A significant difference also existed between the number of years of tenure of the principals and the level of awareness of the Rule. This is most predominant in a comparison of those having 5 years or less of experience with those having 6 or more years of experience. Though the lowest tenured group comprise 44 percent of the respondents, their level of awareness of the Rule is from 6 to 10 percent lower than the longer tenured respondents. The highest level of awareness existed among principals with 11 to 15 years of experience.

A significant difference existed between the number of grant-in-aid recipients a school has had over the past five years and the degree of awareness of Rule No. 48. This

difference favored those schools which have had the larger number of grant-in-aid recipients. Thirty-six percent of the total sample had 4 or more such students during that period, and this group had an 84 percent level of awareness. It could be inferred from this data that those schools who traditionally graduate Division I student/athletes gain more attention, and consequently are more sensitive to factors affecting their student/athletes.

There is a significant difference between public, private and parochial schools and their awareness of the existence of Rule No. 48. Of the 76 percent of the respondents who are aware of the Rule, 84 percent come from the public school. Although private and parochial schools constituted a smaller portion of the sample, levels of awareness were only 11 percent and 5 percent respectively. This is a level of awareness that is 76 percent below that of public schools.

Approval/Disapproval of Rule No. 48

In determining the respondents' reactions to the Rule, opportunity was provided for indication of approval or disapproval of the items included in Rule No. 48, namely:

1. a minimum combined score of 700 on the SAT, or a score of 15 on the ACT
2. a 2.0 GPA of a possible 4.00 calculated from
3. eleven specific academic courses of which 9 are in required areas.

The SAT/ACT requirement was approved by 75 percent of the respondents; the GPA requirement was approved at a level of 94 percent, and; the 11 required academic standard was approved by 93 percent of principals. The data therefore indicated an approval mean of 87 percent with the SAT/ACT minimum indicating the lowest approval rate at 78 percent and the other two items at a level of 93 percent. Obviously, there is more concern centered on the test score standard.

The researchers investigated possible differences of approval of the Rule by geographic region across the nation. The data indicated that there are significant differences between regions on approval of the SAT/ACT requirement. The highest level of approval was found to exist within the Southern states; the region of greatest Rule awareness. The lowest degree of approval existed within the Northwest; the region of least Rule awareness. Sixty-five percent of principals in the Northwest compared to 83 percent in the South approved the Rule.

No significant difference appears to exist between the urban, suburban and rural locale of the schools and approval of the minimum SAT/ACT score; however, there was slightly less approval by the rural respondents. It is noteworthy to mention that the urban schools, with the highest level of Rule awareness, have the lowest level of approval of the test score variable.

The size of secondary school enrollment seems to have little effect on whether or not there is approval of the SAT/ACT minimum score requirement. Overall the approval level is 79 percent; among larger schools only 77 percent approved. The approval rate of SAT/ACT scores is 14 percent lower than the approval level of the 2.0 GPA and the 11 required academics.

A significant difference in rate of approval of SAT/ ACT standards is based on the racial composition of the school. The rate of approval decreases in schools that have higher percentages of minority students. Schools having less than 20 percent minority have an 81 percent approval level compared to a 62 percent approval level among schools having 61 percent or more minority student enrollment.

There is little variance in level of approval of the SAT/ACT requirement based on sex of respondents. However, it appears that respondents' race significantly affects approval of the test score requirement. All minorities have a mean 56 percent approval rate, compared to an 80 percent approval among whites. The fact that only 5 percent of the respondents are minority should temper the interpretation of this item.

Principals with longer tenure have the highest approval level of the SAT/ACT requirement. Though there is no significant difference based on tenure, it appears that the experienced school administrator is more supportive of the 700 SAT/15 ACT minimum scores.

Sixty-four percent of all responding schools have had only 0-3 grant-in-aid recipients over the past 5 years, while the remaining schools have had 4 or more such graduates. Both groups indicate 79 percent approval of the minimum test scores; thus, there is no significant difference between the number of grant-in-aid recipients a school has had and the level of approval of the SAT/ACT standard.

Eleven percent of all respondents indicated that 4 or more of those who received grants-in-aid over the past 5 years would not have met the minimum SAT/ACT requirement. The data indicate that those schools having the greater number of recipients not meeting the requirement are less likely to approve the requirement.

There is no significant difference between the type of school (public, private or parochial) and approval of the minimum test scores. The data indicate that the total approval level of all respondent schools is 79 percent, and that percentage is essentially the same across all types of schools. The approval level of the public schools is some 2 percent below private and parochial, but this in itself is not significant.

As indicated earlier, the respondents' approval of the 2.0 GPA requirement is at the 94 percent level. While only 7 percent are female, the data indicated that there is no significant difference based on the sex of the respondent and approval of the GPA requirement. However,

it should be noted that female respondent approval is 3 percent lower than male approval.

There is a high approval level of the 2.0 GPA requirement (94%). There is no significant difference based on race and approval of the GPA standard. It should be noted that though the percentage of minority respondents is low, their approval of this item is 3 percent higher than that of white respondents. It is also worth repeating that the approval level of the GPA minimum is 14 percent higher than approval of the SAT/ACT score minimums. The same relative high approval rate exists regardless of the length of principals' tenure.

Geographic region appears to have no significant effect on approval or disapproval of the GPA requirement. New England and Southern schools approved at a 95 percent level, while the Northwestern and North Central regions approved at the 92 percent level. The locale of the school also appears to have no significant effect on this requirement for there is only 1 percent difference in the level of approval existing between urban, suburban and rural schools.

Though there is no significant difference noted between size of the school and GPA Rule approval, there is an obvious increase of approval among schools enrolling 601-900 students.

No significant difference exists based on racial composition of schools and the level of approval of the

2.0 GPA requirement, nor did the number of grant-in-aid recipients affect the approval of this standard. However, significant differences were noted based on grant-in-aid recipients over the past 5 years who would not have maintained a 2.0 GPA and the approval levels of the requirement. Nine percent of the respondents noted that they would have had 4 or more recipients who would not have met this requirement, and of this group 90 percent approved.

No significant difference existed between the public, private or parochial schools and approval of the 2.0 GPA minimum requirement. Thus, in retrospect one can see that the 2.0 GPA standard has almost total approval when matched against other variables. It could be inferred that this condition exists because that requirement is already in effect in schools and is an item that is under the direct control of the school.

There is no significant difference indicated between geographic regions and their approval of the 11 specific academic course requirement. New England and Western states have the highest approval rate while the Northwest and North Central regions present the lowest. Overall approval of 93 percent is quite representative of the Southern and Middle states who have levels of 95 percent and 93 percent approval.

Whether schools are urban, suburban or rural seems to have no significant effect on approval or disapproval of

the 11 academics. There is less than 4 percent difference between the lowest (urban) and the highest (rural).

There is no significant difference between size of schools and the level of approval of the course requirement item; however, there is a noticeable difference in percentage of approval--90 percent within schools of 901-1,500 students and 96 percent within schools of 601-900 students. The racial composition of these schools also appears to have little effect on approval of the 11 academics. The range is narrow and the overall approval level of 93 percent is typical of all schools.

Sex of the principal has no significant effect on the 11 academic course standard of the Rule. Ninety-three percent of the 1,691 respondents approved this variable at the same percentage for overall approval. The variable of race accounts for no significant difference in the rate of approval of the required courses component, nor does tenure of principals affect approval rate of this component of Rule No. 48.

There was no significant difference based on the number of grant-in-aid students going to Division I institutions over the past 5 years and approval or disapproval of the 11 course requirement. Those schools with 3 or fewer recipients and schools with 4 or more recipients approved the Rule in a similar fashion.

There is no significant difference between the type of secondary schools and approval of the 11 specific academic course requirements.

In summary, there appears to be general consensus of approval of the 2.0 GPA and the 11 academic courses; however, there are substantial differences existing between some variables and the acceptance level of the SAT/ACT test score minimums. Again, the GPA and the courses offered are under the direct control of a senior high school while aptitude test scores at least partially result from an external force.

Explanatory Information from Colleges/Universities

Though it has been noted that 74 percent of the respondents are aware of the existence of Rule No. 48, only 10 percent of that group have received specific, explanatory information concerning the Rule from a college or university.

The urban, suburban or rural locale of schools appears to have no significant effect on receipt of information from a college or university. While the difference is meager, urban schools do hold a slight edge over suburban and rural schools (1.7 percent). However, there is a significant difference present when the size of the schools' enrollment is matched against this information item. As the size of the school increases, there is a marked and observable increase in receipt of information concerning the Rule from higher education institutions. The range on this item varies from a low of 8 percent in schools of 0-300 student enrollment to a high of 14 percent in schools of 1,501 students and above.

Because only 10 percent of the respondent schools have received specific information on Rule No. 48, interpretation of effect is limited. Although no significant difference is found, schools having from 41 percent to 60 percent minority population appear to have been the most frequent recipients of information from colleges or universities (17 percent).

The tenure of a principal had no significant effect on schools' receipt of information from colleges or universities. It can be noted from the data, however, that the longer tenured principals seem to be more likely to receive information from institutions of higher education.

It was determined that no significant difference existed between the public, private and parochial schools regarding receipt of specific, explanatory information on Rule No. 48 from colleges or universities; however, it appears that the public senior high school is more likely to receive information of this type than are private or parochial schools.

Informing Students of Rule No. 48

Though the number of potential athletic grant-in-aid recipients in any given school in any school year is small, the researchers were concerned with attempts by secondary schools to inform that particular group about the specific requirements of the Rule. Of the total number of respondents, 49 percent were adopting some procedure to provide information. Because fewer than one-

half of high schools are providing information about Rule No. 48, one would have to conclude that a large number of student/athletes who are potential grant-in-aid candidates will remain ignorant of the Rule's requirement unless they are informed through chance.

A significant difference exists between the locale of schools and whether or not they are informing their students of the requirements of the Rule. There appears to be more activity in urban settings and least activity in rural schools. A further examination of activity at the school level indicated that the size of the school has an effect on the provision of information to potential grant-in-aid recipients. As the size of the school increases so does the percentage providing information on the Rule. The range extends from a low of 40 percent in schools with 0-300 enrollment to a high of 58 percent in schools with 1,501 and above. Significant differences between variables can be noted as the racial composition of schools is examined as matched against the provision of information to potential recipients of grants-in-aid. Forty-five percent of schools having 20 percent or less minority students are providing information on Rule No. 48, while 64 percent of those schools with 41 percent to 60 percent minority are providing information. Within the largest group of respondents (those with 20 percent or less minority) 40 percent are informing their potential recipients. Excepting schools with the highest percentage of minority

(61 percent and above), the higher the percentage of minority composition, the greater the number of schools providing information about the Rule.

It could be expected that tenure of a school principal would affect behavior regarding provision of information to students. There is a significant difference between the tenure of respondents and whether or not information about the Rule was provided to students. With the exception of the shortest tenured principals (0-5 years), 49 percent of principals were providing students Rule No. 48 information. The greatest amount of activity occurs in the group who have 6-10 years experience.

Being aware of Rule No. 48 significantly affects behavior relating to providing information about the Rule to students who are possible grant-in-aid recipients. Of the 49 percent of the total respondents who are informing those students as to the requirements of the Rule, 62 percent are from within the group that is aware of the Rule. It should be noted that, at the time of this study, those who were not aware of Rule No. 48 became aware when this study's survey instrument was received; thus, some 9 percent who indicated that they were not aware of the Rule at that time also indicated that they were making provisions for informing students about the Rule.

Among those responding there is a significant difference between those who approve the SAT/ACT requirement

and provision of information to students. Of the 79 percent approving the test score minimums, 55 percent are providing information on the Rule, while only 45 percent of those disapproving the test criterion are providing such information. Fifty-three percent of those who approve the GPA requirement are providing information on the Rule to their potential grant-in-aid students while only 34 percent of those who disapprove are informing students.

There is, however, no significant difference between respondents based on approval of the 11 academic course requirement and activity to communicate information about Rule No. 48 to student/athletes. The percentage providing information to students is slightly higher among those who approve the 11 course item.

More schools who have received specific, explanatory information from colleges or universities on Rule No. 48 are providing information to potential grant-in-aid recipients. Although only 10 percent of the respondents had received such information from colleges or universities, 85 percent of that group are providing information to students. Among the 90 percent who have not heard from institutions of higher education, only 45 percent are taking this action. Thus, there is a significant difference between schools who have been contacted and those who have not. Fifty-three percent have had 4 or more grant-in-aid recipients over the past 5 years. Among the

90 percent who have not received information from a college or university only 34 percent have had 4 or more grant-in-aid recipients. A significant difference is noted between numbers of aid recipients and the receipt of information from colleges or universities.

Of the 89 percent who had 0-3 of their grant-in-aid recipients who would not have met the SAT/ACT criterion of the Rule, 50 percent are informing current student/athletes on Rule No. 48 requirements. Among schools who had 4 or more aid recipients, 65 percent have established procedures to provide their current students with information about the Rule. It appears that schools with the greater number of potential recipients who might not meet this requirement are making a greater effort to provide information. Thus, there is a significant difference between the number of grant-in-aid recipients a school has had and the school's efforts to provide information concerning the Rule. Differences in number of grant-in-aid students who would not have met GPA and academic course requirements seem to affect communication with students about the Rule.

Informing Parents of Rule No. 48

The investigators were interested in determining the percentage of secondary schools who had established communication with parents concerning implications of the Rule. The data indicated that 12 percent of the responding schools have established such procedures; a rather negligible

figure when one considers the fact that 75 percent of those respondents appear to be aware of the existence of the Rule.

When analyzed in relation to the locale of the schools, there is no significant difference between their location and their activity to communicate with parents. There is a significant difference based on enrollment of schools and whether or not they are establishing communication with parents concerning the Rule. The larger the school the greater the likelihood that parents are being informed. Nineteen percent of schools enrolling 901-1,200 students are informing parents compared to only 8 percent of smaller schools (0-300 enrollees). As the percentage of minority students enrolled in a school increases there is an accompanying increase in the establishment of communication procedures with parents concerning the Rule. In those schools having 20 percent or less minority enrollment, only 10 percent are communicating compared to 22 percent of schools having 61 percent or more minority enrollment.

There is also a significant difference based on tenure of respondents and the level of communication to parents concerning Rule No. 48. Of the total respondents, only 13 percent are informing parents. Only 10 percent of principals with 5 years or less experience compared to 18 percent of principals with 16 or more years are communicating with parents about the Rule.

The level of awareness of the Rule also had a direct bearing on communication activity. Of the 75 percent who are aware of the existence of the Rule, 16 percent are providing information, while only 3 percent of those indicating "no awareness" are doing so.

The approval or disapproval of the 700 SAT/15 ACT requirement appears to have no significant effect upon whether or not schools are providing information to parents. Approval or disapproval of the 2.0 GPA minimum and the 11 academic course requirement likewise is not linked to communication activity concerning the Rule.

It appears that the more the schools are informed about the Rule, the more likely they are to inform parents. Twenty percent more of schools who had received information from colleges or universities are informing parents compared to those who had not received information.

Eleven percent of the schools who indicated that 3 or fewer of their grant-in-aid recipients over the past 5 years would not have met the SAT/ACT requirement have established communication with parents dealing with Rule No. 48. Only 3 percent of schools having 4 or more such students during a 5 year period have made similar efforts. Thus, it appears that the greater the number of potentially affected grant-in-aid students the less likely the school is to have established communication processes with parents; however, as the number of students affected by

the GPA requirement increases, the more likely the school is to have established communication concerning the Rule.

Thirteen percent of schools with 0-3 grant-in-aid recipients compared to 32 percent of schools with 11 or more recipients have established communication with parents. The greater the number of recipients who would not have met the 11 academic course requirement, the more likely those schools are to have established communication with parents concerning Rule No. 48.

There is a significant difference between the charter of organization of a school (public, private or parochial) and whether or not they have established communication with parents. It appears that 14 percent of public schools have established such procedures while private and parochial schools are conducting this activity at the 8 percent level.

Predicted Effects of Rule No. 48

The investigators in this study attempted to determine how many students in the responding sample of secondary schools would not have met the academic standards set forth in Rule No. 48 during the period 1978-79 to 1982-83. Respondents were requested to indicate the number of NCAA Division I grant-in-aid recipients at their school during the above period. That information is summarized in Table 6:

TABLE 6

Number of Grant-in-Aid Recipients

	0-3 Recipients	4-6 Recipients	7-10 Recipients	11+ Recipients
Number and % of Schools	1103 (64%)	304 (17%)	154 (9%)	173 (10%)

The reader will recall that 35 percent of the sample (686 schools) enrolled fewer than 300 students. As expected the size of a secondary school was a significant determinant of the number of grant-in-aid recipients. Seventy-four percent of schools with 1,500 or more students, compared to only 12 percent of schools with fewer than 300 students had 4 or more grant-in-aid recipients during the five year period. Thirty-six percent of the largest high schools had 11 or more grant-in-aid recipients.

The data collected in this study also revealed that schools with a larger percentage of minority students had a greater number of grant-in-aid recipients. Forty-eight percent of schools with more than 61 percent minority population, compared to only 21 percent of schools with less than 20 percent minority population, had produced at least 4 grant-in-aid recipients.

Additional efforts were made to determine how these grant-in-aid recipients would have been affected by specific parts of Rule No. 48. Respondents were asked to determine how many of their grant-in-aid recipients would not have met the 700 SAT/15 ACT score requirements. Those responses are summarized in Table 7:

TABLE 7

Recipients Not Meeting
SAT/ACT Requirements

	0-3 Recipients	4-6 Recipients	7-10 Recipients	11+ Recipients
Number and % of Schools	1359(89.2%)	105 (7%)	37 (2.4%)	22 (1.4%)

There were 436 respondents who chose not to answer this item. Of those responding there were 161 schools with at least 4 or more students that would not have met the SAT/ACT standard. If this 9 percent sample of schools is extrapolated to predict how many high schools would have this number of students having difficulty meeting the standard it suggests a large number of schools would be affected by this rule.

Several factors were determined to significantly affect the number of students that would not have met the minimum SAT/ACT scores. Only 3 percent of the smallest schools, compared to 26 percent of the largest schools, had 4 or more students that would not have met this requirement. Fifteen percent of schools in the South, compared to 6 percent of schools in the Northwest, would have had 4 or more students failing to meet the Rule requirement. More urban schools (15%) than rural schools (6%) would have had 4 or more students not meeting the standard.

The data indicate that as the percent of minority enrollment increases in a school, the greater the likelihood that more grant-in-aid recipients would not have met SAT/ACT requirements. Table 8 summarizes these findings:

TABLE 8

Minority Students Not
Meeting SAT/ACT Requirement

School Enrollment-Minority Composition	% of Schools Having 4+ Students Not Meeting Standard
under 20%	7%
21 - 40%	13%
41 - 60%	23%
61+%	26%

The reader should recall that this study discovered a significant correlation between the percentage of minority enrollment and the number of grant-in-aid recipients in a school.

Information regarding the number of grant-in-aid recipients not meeting the 2.0 GPA standard is summarized in Table 9:

TABLE 9

Recipients not Meeting
2.0 GPA Requirement

	0-3 Recipients	4-6 Recipients	7-10 Recipients	11+ Recipients
Number and % of Schools	1339(90.7%)	98 (5.2%)	25 (1.6%)	34 (2.3%)

There were 484 respondents who chose not to answer this question. Data analysis revealed that 133 schools would have had 4 or more grant-in-aid recipients that would not have met the 2.0 GPA rule. Again, if this representative

sample is extrapolated across all high schools, there are hundreds of high schools that would be affected by this segment of NCAA Rule No. 48.

There were significant differences among schools by geographic region. More grant-in-aid recipients would have been affected by this rule in the West, Northwest, and South than in the other regions. As the size of school increased, the greater the number of aid recipients who would not have met the GPA requirement.

The number of grant-in-aid recipients that would not have met the 2.0 GPA requirement was significantly related to racial composition of the school. This data is summarized in Table 10:

TABLE 10

Minority Students Not Meeting
2.0 GPA Requirement

Student Enrollment Minority Composition	% of Schools Having 4+ Students Not Meeting Standards
under 20%	7%
21- 40%	13%
41 - 60%	21%
61+%	18

The data revealed some differences between types of secondary schools. Seven percent of private schools and only 2 percent of parochial schools would have had 4 or more students not meeting the 2.0 GPA standard.

It appears from the data gathered that more schools and students would be affected by the standard regarding 11 academic courses than any other portion of the Rule. At least more schools, (188) would have had 4 or more grant-in aid recipients who would not have met this standard. That data is summarized in Table 11:

TABLE 11

Recipients Not Meeting
11 Academic Course Requirements

	0-3 Recipients	4-6 Recipients	7-10 Recipients	11+ Recipients
Number and % of Schools	1273(86.9%)	94 (6.4%)	42 (2.8%)	55 (3.7%)

More respondents (496) chose not to answer this item than any other regarding how many of their students would have been affected by NCAA Rule No. 48.

Several demographic variables were found to be significantly related to the differences among schools regarding the impact of this rule. Eighteen percent of urban schools, 16 percent of surburban, and 10 percent of rural schools would not have met this standard. It appears that a considerably larger number of rural schools would be affected by this regulation regarding number of academic courses than by the other academic standards established by Rule No. 48.

Analysis of the data also revealed that as the size of the school increased so did the number of grant-in-

aid recipients that would not have had the eleven academic courses required by the Rule. Some regional differences were noted on this point but they are not as great as they were for the other academic requirements of Rule No. 48.

Only 10 percent of schools in the sample with a student population of less than 20 percent minority would have had 4 or more students not meeting this requirement. The percentage of schools having 4 or more students not meeting this requirement doubled as the minority population of the student body exceeded 21 percent.

Only 5 percent of the private schools and 2 percent of the parochial schools would have had 4 or more grant-in-aid recipients who would not have completed the 11 academic courses required by Rule No. 48.

Responses to Rule No. 48

This section of the research report describes the responses of the participating secondary schools regarding curriculum changes made as a direct result of awareness of Rule No. 48. Participants were asked to respond to five curriculum related questions. The first question was: As a direct result of your school's awareness of Rule No. 48 have you made curriculum changes? Of the 1,957 schools responding, only 11 percent have made specific curriculum changes. Those schools that have made changes were then directed to respond to more detailed questions relating to specific curriculum changes that have been implemented. Thirty-four percent of the respondents that have made

curriculum changes have altered existing course(s) and 36 percent have added new course(s). Approximately 12 percent of the respondents that have made changes in curriculum have altered the number of credits required for a diploma and 10 percent have altered specific course requirements for a diploma. Nine percent of the schools involved in changes to meet Rule No. 48 requirements have implemented new policies governing student participation in interscholastic athletics.

The data presented in the preceding paragraph is the result of computing simple tally counts of participants' responses to curriculum related questions on the instrument. The following presentation of findings is a result of treating the five curriculum questions as independent variables and treating various other questions on the instrument as dependent variables. Various combinations of these independent and dependent variables were computed on two-way contingency tables resulting in a more detailed analysis of respondents' reactions to the five curriculum-related questions.

As previously reported only 11 percent of the total sample of schools have made curriculum changes. When this variable was analyzed against the size of the responding schools no significant differences resulted. It seems that the size of the school made no difference regarding the perception of curriculum changes that were needed. When the curriculum change question was analyzed against the racial composition of responding schools, significant

differences were found. As the percentage of minority students in responding schools increases, so also does the number of schools making curriculum changes.

Awareness of the requirements of Rule No. 48 significantly affects the tendency to change curriculum. Of the 11 percent of the respondents who are making curriculum changes, 13 percent of those who are aware of Rule No. 48 are making curriculum changes. However, only 5 percent of those in the "not aware" group are making curriculum changes.

A significant difference exists between approval of the 700 SAT/15 ACT requirement and curriculum changes. Only 11 percent of those approving the requirement have made curriculum changes while 15 percent of those not approving have made curriculum changes. No significant difference resulted in the analysis of the 2.0 GPA approval variable against curriculum change. Of the 94 percent of the respondents approving the 2.0 GPA requirement, only 12 percent have made curriculum changes. But, approximately 94 percent of those making changes comes from those who approve of the requirement.

No significant differences were found to exist with reference to the approval of the 11 academic course requirement and curriculum change. Twelve percent of those approving the 11 academic course requirement have made curriculum change while 9 percent of those not approving the requirement have made changes.

Ten percent of the respondents have received specific, explanatory information concerning Rule No. 48 from a college or university. Of this group, 17 percent have made changes in curriculum. Of the 90 percent who have received no information from a college or university, only 10 percent have made curriculum changes. A significant difference exists between the group that received information and the group that has not received information regarding curriculum changes to meet Rule No. 48 requirements.

Of the 11 percent of the respondents who have made curriculum changes, the schools with the greater number of grant-in-aid recipients who would not have met the 700 SAT/15 ACT requirement have been more prone to make curriculum changes. In fact, there is a direct relationship between the number of grant-in-aid recipients who would not have met the requirement and the degree of curriculum change.

Nine percent of the respondents indicated that four or more of their grant-in-aid recipients would not have met the 2.0 GPA requirement. Of this group 23 percent have implemented curriculum change. Of the 91 percent of the schools that had only 0-3 grant-in-aid recipients who would not have met the 2.0 GPA requirement, only 11 percent had implemented curriculum change. The analysis indicates that the more grant-in-aid scholarships received by students in a school, the more likely the school is to make curriculum change. Similar results were

also obtained with reference to the eleven academic course requirement.

The second curriculum question on the survey instrument solicited responses relative to respondents' actions in modifying or adding course(s) as a direct result of awareness of Rule No. 48. This question was analyzed against six other variables on the instrument. Significant differences did not appear in any of the six analyses. Of the total sample of schools responding to the instrument only 127 have made curriculum changes. Of the 217, only seventy-seven schools have modified or added courses. Within this group 36 percent of the schools approving the 700 SAT/15 ACT requirement have modified courses and 64 percent have added new courses. Of those who disapprove of the requirement, 33 percent have modified courses and 67 percent have added new courses. With reference to the 2.0 GPA requirement the results are similar. Thirty-four percent of those approving the 2.0 GPA requirement have modified existing courses and 66 percent have added new courses while in the disapproval group 43 percent have modified existing courses and 57 percent have added new courses.

Regarding the 11 academic course requirement, the results of the analysis is consistent with the two preceding analyses. Of those who approve the 11 academic course requirement 33 percent have modified existing courses and 67 percent have added new courses while in the group disapproving the requirement 45 percent have modified

courses and 55 percent have added new courses. A school's approval or disapproval of these three Rule No. 48 requirements does not seem to appreciably affect its response to modifying or adding courses.

The remaining three analyses related to modifying or adding courses centered around responding school's answers to the questions regarding the number of their grant-in-aid recipients who would not have met the three requirements: 700 SAT/15 Act; 2.0 GPA; and 11 academic course completion. In all three analyses the number of grant-in-aid recipients had little bearing on the school's responses relative to modifying existing courses or adding new courses.

The third curriculum question relates to responding school's actions in altering the number of credits for a diploma as a result of awareness of Rule No. 48. This variable was analyzed against six dependent variables. The first three dependent variables include approval or disapproval of the 700 SAT/15 ACT requirements, the 2.0 GPA requirement, and the 11 academic course requirement. Significant differences did not result in either of these three analyses. Indications are that approval or disapproval of these three specific requirements does not affect responding schools' actions with regard to altering the number of credits for a diploma.

The next three dependent variables all relate to the number of grant-in-aid recipients schools have had

over the past five years who would not have met the three specific Rule No. 48 requirements. The analyses in all three instances resulted in significant differences indicating that the number of grant-in-aid recipients who would not have met the specific requirements does affect whether or not the schools respond by altering the number of credits for a diploma. In fact, careful observation of the data seems to indicate that the greater the number of grant-in-aid recipients a school has had who would not have met these three specific requirements of Rule No. 48, the more likely schools are to alter the number of credits required for a diploma.

The fourth curriculum response question dealt with altering specific course requirements for a diploma. This independent variable was first analyzed against the three dependent variables: 700 SAT/15 ACT requirement; 2.0 GPA requirement; and the 11 academic course requirement. No significant differences resulted in either of the three analyses indicating that approval or disapproval of the three specific requirements of Rule No. 48 has little bearing on the actions taken by responding schools regarding altering specific course requirements for a diploma.

Two additional dependent variables were analyzed against the independent variable relating to altering specific course requirements for a diploma. The two dependent variables related to the number of grant-in-aid recipients who would not have met the requirements for

a 2.0 GPA and/or the 11 academic course requirement. In both instances significant differences were observed. Of those schools that had four or more grant-in-aid recipients who would not have met the 2.0 GPA requirement, 20 percent had altered specific course requirements for a diploma. Only 11 percent of schools having 0-3 grant-in aid recipients had made such alterations. The data relating to the 11 academic course requirement are almost identical to the results in the preceding analysis. Of schools that had four or more grant-in-aid recipients who would not have met the 11 academic course requirement, 24 percent had altered specific course requirements for a diploma compared to only 10 percent of the schools having 0-3 recipients.

The final curriculum question sought reactions from secondary principals relative to the alteration of policy for student participation in interscholastic athletics. As with the previous four curriculum questions, this question was treated as an independent variable and analyzed against six dependent variables. The first three dependent variables centered around the responding principal's approval or disapproval of three requirements set forth in Rule No. 48: the 700 SAT/15 ACT requirement; the 2.0 GPA requirement; and the 11 academic course requirement. Statistically signigicant differences were not evident in either of the three analyses indicating that these factors had little or no effect on alteration of school policy for student participation in interscholastic athletics.

It is interesting to note that 1,415 of the responding principals approve of the 700 SAT/15 ACT requirement, 1,701 approve of the 2.0 GPA requirement and 1,688 approve of the 11 academic course requirement. Yet, only 176 of the responding schools have altered policy for participation in interscholastic athletics.

The remaining three dependent variables analyzed against the policy alteration questions related to the number of grant-in-aid recipients responding schools have had over the past five years who would not have met the three Rule No. 48 requirements for grant-in-aid eligibility. Among schools that indicated that they have had four or more students who would not have met the 700 SAT/15 ACT requirement, 17 percent had altered school policy for student participation in interscholastic athletics. In the schools that had 0-3 recipients, only 9 percent altered policy. Twenty percent of the schools that indicated that they had eleven or more grant-in-aid recipients who would not have met the requirement had altered policy. It appears that the number of grant-in-aid recipients schools have had who would not have met the Rule requirement significantly affects the alteration of policy.

Approval or disapproval of the 2.0 GPA variable did not significantly affect the alteration of policy variable. An analysis of the data collected indicates that the number of students schools have had to receive grants-in-aid who would not have met the 2.0 GPA requirement has little

bearing on alteration of policy for student participation in interscholastic athletics.

Significant differences did result when approval or disapproval of the 11 academic course requirement was analyzed against the alteration of school policy variable. Seventeen percent of the schools that indicated that four or more of their grant-in-aid recipients would not have met the 11 academic course requirement had altered school policy for student participation in interscholastic athletics. Only 9 percent of the schools having 0-3 recipients had altered policy. Generally, schools with greater number of grant-in-aid recipients not meeting this requirement were more likely to alter policy for participation in interscholastic athletics.

The preceding section of the report has described how secondary school principals have adjusted or changed curriculum as a result of their awareness of Rule No. 48 requirements. The following section centers around three questions relating to the actions taken by secondary principals regarding guidance and counseling. The analyses performed on the data are similar to the analyses in the previous section. The three guidance and counseling questions were treated as independent variables and were analyzed against other dependent variable questions from the survey instrument. The first question asked principals if, as a direct result of their awareness of Rule No. 48, they are now encouraging

potential grant-in-aid recipients to enroll in 11 academic courses. Of the 1,955 responses to this item, 549 or 28 percent of the respondents are encouraging students to meet the 11 academic course requirement. The second question asked if potential grant-in-aid recipients are now being encouraged to participate in remedial activities within specific course areas. Of the 1,955 responses to this item, 378 or 19 precent are encouraging their potential grant-in-aid recipients to participate in remedial activities. Three hundred five or 16 percent of the 1,955 respondents indicated that they are now encouraging potential grant-in-aid recipients to participate in school sponsored tutorial activities addressing standardized test-taking techniques.

Whether potential grant-in-aid recipients were encouraged to enroll in eleven academic courses was analyzed against four dependent variable questions relating to awareness of Rule No. 48, approval or disapproval of the 700 SAT/15 ACT requirement, approval or disapproval of the 2.0 GPA requirement, and approval or disapproval of the 11 academic course requirement.

As noted previously 28 percent of the respondents are, as a direct awareness of the importance of Rule No. 48, encouraging potential grant-in-aid recipients to enroll in eleven academic courses. When this item was analyzed against awareness of Rule No. 48, significant differences resulted. Only 34 percent of those who are aware of Rule

No. 48 are encouraging students to enroll in eleven academic courses. These percentages are remarkedly different for the "not aware" group. Only 11 percent of those who are not aware of Rule No. 48 are encouraging enrollment in eleven academic courses.

When the question relating to encouraging potential grant-in-aid recipients to enroll in 11 academic courses was analyzed against approval or disapproval of the three requirements of the Rule: 700 SAT, 15 ACT, 2.0 GPA, and 11 academic courses, no significant differences resulted in either of the three analyses. These analyses indicate that whether a principal approves or disapproves of these three Rule No. 48 requirements had little effect on the actions he took relative to encouraging potential grant-in-aid recipients to enroll in 11 academic courses to meet Rule No. 48 requirements.

Other questions sought to determine if awareness resulted in actions being taken to encourage potential grant-in-aid recipients to participate in remedial activities within specific courses. Significant differences resulted from the analysis. Twenty-three percent of those who are aware of Rule No. 48 are encouraging potential grant-in-aid recipients to participate in remedial activities within specific courses while only 8 percent of those in the "not aware" group are encouraging similar participation. Indications are that awareness of Rule No. 48 promotes activity on the part of schools relative to

encouraging potential grant-in-aid recipients to participate in remedial activities within specific courses.

Actions regarding remedial activities was also analyzed against questions relating to approval or disapproval of the three specific eligibility requirements of Rule No. 48. Significant differences did not result from either of the three analyses. It appears that secondary principals' approval or disapproval of the 700 SAT/15 ACT requirement, the 2.0 GPA requirement and the eleven academic course requirement had little or no effect on the actions principals had taken to encourage potential grant-in-aid recipients to participate in remedial activities within specific courses.

The investigators sought to determine if potential grant-in-aid recipients were being encouraged to participate in school sponsored tutorial activities addressing standardized test taking skills as a result of awareness of Rule No. 48. The analysis showed significant differences do exist. Nineteen percent of those respondents who indicated an awareness of Rule No. 48 were encouraging potential grant-in-aid recipients to participate in school sponsored tutorial activities addressing standardized test taking skills while in the "not aware" group only 6 percent were encouraging potential grant-in-aid recipients to participate in similar activities.

Significant differences did not appear when actions regarding tutorial participation were analyzed against

the questions dealing with approval or disapproval of the three specific eligibility requirements of Rule No. 48. These results seem to show that approval or disapproval by principals of the requirements of Rule No. 48 had little bearing on the actions they have taken to change guidance programs to help students meet eligibility requirements.

Comments by Respondents

The survey instrument invited principals to write comments regarding the issues addressed in the study. Of the 1,960 principals responding to the survey, 860 made some type of observation on the survey form.

The investigators classified and summarized those comments and made notations about the number of respondents commenting on specific topics. That information is summarized in Appendix B.

TREATMENT OF DATA: NCAA DIVISION I MEMBER INSTITUTIONS

Procedures for Analysis of Data

Description of Instruments

The instruments used to collect the data from NCAA Division I Institutions were composed of several sections. The first part of each survey instrument was designed to collect demographic information about schools and respondents included in the survey.

Other sections of the survey instruments focused on such questions as:

1. Approval/disapproval of Rule No. 48
2. Number of current grant-in-aid athletes who would not have met the component parts of Rule No. 48 requirements.
3. The degree of awareness of Rule No. 48
4. Action being taken to communicate with secondary schools about Rule No. 48

Investigators' Comments

The search for truth by academicians frequently touches such sensitive nerves that the freedom to pursue the truth is stifled. When this occurs it must be addressed in the strictest and most direct terms. The following information speaks to such a matter.

Shortly after the investigators completed the conceptualization and design of this study, U. S. news

media carried reports of a planned NCAA study concerning Rule No. 48. It appeared that the planned NCAA study would not address the concerns of these researchers which were related to the content of the Rule. Furthermore this study was well on the way to distribution, analysis, publication and dissemination when NCAA announced its plan to conduct a study.

However, on September 30, 1983 (some 15 days after distribution of all instrumentation), a telephone discussion was initiated by an NCAA research employee between himself and one of this study's investigative staff.

The gist of the NCAA employee's concerns were as follows:

1. he had received copies of the instruments distributed to academic athletic advisors of Division I member institutions. A university employee (a member of the NCAA Special Research Committee) had informed him that a study was underway

2. it was possible that the study being conducted by Clemson University, College of Education faculty would hamper the planned NCAA study (even though that study was almost a year away)

3. in the opinion of the afore-mentioned NCAA research employee some items contained in the instruments were "prejudicial to other items," and that, some demographic items "would prove nothing"

4. institutions were being "flooded" with research addressing Rule No. 48; the entire nation was "getting on the band-wagon"

5. data gathered in the planned NCAA research effort "would be more meaningful and based on student records rather than attitudes"

6. the afore-mentioned NCAA research employee was not aware of, or in possession of, the instrument distributed to a national sample of senior high schools (he was sent one immediately).

A brief review and summation of the foregoing telephone conversation led investigators to believe that it was quite

obvious that the NCAA research office felt someone was "stealing their thunder and treading on hallowed ground."

On October 10, 1983, the investigators of this study communicated by letter with the NCAA Research Coordinator and expressed their interpretation of the telephone discussion and their displeasure at the apparent "hands-off" attitude that seemed to exist at NCAA headquarters--in particular within the research office. As a result, it was determined that such a letter was necessary because during the preceding week correspondence was received from major Division I institutions wherein positions, such as the following excerpts, were expressed to this investigative staff:

1. "...We are concerned about the prospect of generating widely divergent conclusions which might impede rather than promote the objectives of informed decision-making. Accordingly, we have decided to limit our participation in this regard to those research projects which have been initiated by such organizations as the National Collegiate Athletic Association and the American Council on Education"

2. "...The University of _____ is currently coordinating its efforts to participate in similar projects sponsored by the NCAA Special Committee on Academic Research and the American Council of Education. The present projects we are working on and other commitments make it impossible for us to provide you the information you need"

3. "...You may be unaware that the NCAA appointed a special subcommittee to review some of the implications of Proposition #48....The intent of that approach is to provide the NCAA Council with more information so that they may make final recommendations to the entire body of the NCAA by January, 1985"

Additionally, entire packages of incompleted study instruments were returned with varied comments addressing

an intent to limit research participation to a yet-to-be initiated research effort by NCAA.

As a result of the telephone discussion and subsequent correspondence of a similar nature from some Division I members, it was reasonable to assume that an effort was underway to discourage other studies that might arrive at "divergent conclusions" concerning Rule No. 48.

To confirm the investigators' suspicion that institutions were being encouraged to participate only in NCAA sanctioned research the following article appeared in The NCAA News (Oct. 10, 1983, Vol. 20, No. 35):

NCAA Academic Research Project Clarified

The NCAA-sponsored study of academic performance by student-athletes now being conducted by Advanced Technology, Inc., of Reston, Virginia, is unique in scope. It is not unique in content, though, and the similarity of other projects being conducted by various institutions has resulted in some confusion among the membership.

Requests for information should be evaluated carefully, according to Division I Vice-President Gwendolyn Norrell, chair of the NCAA Special Committee on Academic Research. "The NCAA project is the only one of which we are aware that is collecting detailed and specific information from member institutions on academic performances of student-athletes at the high school and college levels. Some of the others appear to be more like opinion surveys of administrators and student-athletes."

Data collection for the NCAA-sponsored survey now is underway. All information relating to the project will be mailed either from Advanced Technology or from the NCAA national office. No member institutions are involved in collecting information from other institutions for the special committee.

The special committee also is cooperating with the American Association of Collegiate Registrars and Admissions Officers in a separate study that organization is conducting on the more restricted subject of freshman student-athletes.

To reduce the burden on individual institutions, AACRAO will use some of the data collected from a sample of the institutions in the NCAA study. Any communication regarding the AACRAO study will come with NCAA materials from Advanced Technology or directly from the AACRAO national office in Washington, D. C.

"We are not discouraging participation in surveys conducted by member institutions," Norrell said, "But we do urge that the NCAA study be given the top priority because we believe it will have the most impact."

NCAA President John L. Toner of the University of Connecticut sent a letter to all Division I institutions last month urging their participation in the NCAA study, which is intended to provide a hard-data base for the important decisions about freshman eligibility, rather than relying on general assumptions and public perception.

Norrell suggested that if institutions receive requests for information from several sources and have questions, they should contact Research Coordinator Eric D. Zemper at the NCAA national office (14).

Some Division I member institutions did respond willingly and quickly. There is sufficient reason, however, to assume that the higher education section of the study had been confounded; thus, only frequencies of responses are presented from that set of instruments (I and II). It would be unwise to attempt to present an inferential analysis considering the posture that may have resulted from subtle pressure.

On the other hand, the secondary schools have responded commendably. Because that area is, and has always been, the major focus of this study, no major damage has come to that area of research activity. (Detailed analysis of senior high school responses was presented earlier in this study).

However, some comments are in order relating to the position apparently taken by particular NCAA officials and some member institutions.

It is important to discuss the basic purpose of this type of research. Investigative efforts should not be the sole property of a single body--particularly one of bureaucratic organization. It is basic that: "the fox does not guard the hen house!" It should be expected that an item as controversial as Rule No. 48 would attract attention and stimulate research activity by numerous individuals and groups. The myopic view that such an item is to be examined only under NCAA sponsorship flies in the face of any valid and credible research procedure.

Secondly, "divergent conclusions" should be welcomed from a number of research approaches. Good decisions are made from a broad data base, not from a narrow, circumscribed approach to gathering data. And--oddly enough--the "confusion among the membership," referenced in the above NCAA News article, did not appear to exist among the 60 Division I schools that participated in the study.

In the evaluation of any proposed policy it is basic that objectivity is more likely to emanate from third parties. The fact that NCAA has contracted with a private research firm means nothing IF there are strategies being emphasized to stifle or eliminate those who might arrive at differing conclusions in similar studies. As noted in one of the previously cited pieces of correspondence,

research (by anyone) should provide NCAA "with more information."

Thus, those within the NCAA who govern and control the decision-making process should welcome any and all legitimate studies conducted by those of integrity and purpose. It is difficult to believe that higher education institutions across this nation who hold memberships in NCAA will condone any attempts to stifle, eliminate, or interfere with research efforts by recognized faculty.

The comments contained in The NCAA News, as presented earlier, are below the dignity of that organization. The article does not appear to be (as the lead title suggests) a clarification of the NCAA research project; rather the content of the article seems to establish the posture that member institutions should not engage in other individual or institutional studies without the stamp of "Approval" of the NCAA Research Committee.

The fact that Dr. Norrell, Vice-President of Division I and Chairperson of the NCAA Special Committee on Academic Research, feels that the yet-to-be conducted NCAA study "be given the top priority because we believe it will have the most impact" (14:1), predictably assumes the credibility of NCAA's final research product and subsequent recommendations. Regardless of the outcomes of that study (supposedly to be finalized in 1985), the results have been seriously jeopardized by an apparent calculated effort to thwart the honest efforts of independent academicians.

It must be stated that those involved in this study felt that a sizeable portion of higher education data from Division I institutions would be forthcoming; it is evident now that it will not materialize. As stated earlier the senior high school response has been tremendous; the data is "hard" and has been subjected to careful statistical analysis. That area, from the beginning, has been the major focus of the study. In the final analysis, Rule No. 48 can be implemented successfully only if senior high schools throughout the nation are aware of, approve of, and react to the Rule. One would think that the leadership within NCAA would have given some directed attention to that fact before imposing requirements on member institutions that can come to fruition only through efforts of the public, private and parochial secondary school communities.

Thus, this group of investigators abhor the efforts of these individuals anywhere who might attempt to interfere or interrupt the efforts of any who are seeking truth through research and study.

Treatment of Data From NCAA Division I Institutions

Comments were made in the preceding section concerning the response of Division I Institutions to the study. Only 22 percent (60 institutions) of the 277 Division I Institutions responded. Each academic athletic advisor chose a minimum of 15 randonly selected student/athletes to complete a student survey response. A total of 887 responses were received.

The number of responses seemed to have been affected by factors described in the previous section. Although it is not acceptable to draw statistical inferences from this size sample, the investigators feel obligated to provide a summary of frequencies and make comments about some of the more obvious data tendencies in this limited sample. The frequency of responses for these instruments is presented in Appendix C and Appendix D. Comments on these data tendencies are presented below:

1. Seventy-nine percent of the academic athletic advisors approved of the SAT/ACT standard of Rule No. 48. Seventy-eight percent of currently enrolled grant-in-aid student/athletes approved this standard

2. One hundred percent of the advisors and ninety-four percent of the student/athletes approved the 2.0 GPA requirement

3. Ninety-seven percent of the academic athletic advisors and eighty-seven percent of the student athletes approved of the 11 specific academic courses

4. Only 60 percent of the student/athletes indicated they were aware of the new academic requirement of Rule No. 48. More of the athletes learned about the Rule from the news media than from any other source

5. Nearly one-half of the academic athletic advisors indicated that among current grant-in-aid recipients, at least 16 or more student/athletes would not have met SAT/ACT score requirements

6. Only 20 percent indicated that 16 or more of their current grant-in-aid recipients would not have met the 2.0 GPA requirement

7. Forty-six percent of the academic athletic advisors indicated that 16 or more of their current grant-in-aid recipients would not have had the 11 academic courses required

8. Only 21 percent of the Division I Institutions responding to the survey have provided information concerning Rule No. 48 to secondary schools

9. Only 47 percent of these institutions had provided information about Rule No. 48 to potential grant-in-aid recipients

10. Only 12 percent of Division I Institutions had made recommendations to secondary schools regarding Rule No. 48

11. Only 47 percent had made recommendations to potential recipients concerning the Rule.

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

Secondary School Survey

The major purpose of this research study was to determine awareness, attitudes and actions taken within the national secondary school community as a result of initiation of Rule No. 48. The research was designed to enable the investigators to examine the effects of numerous variables on respondents' awareness and attitudes. Efforts also were made to determine the effects of different variables on the actions being taken by secondary schools to respond to NCAA Rule No. 48. Many conclusions could be reached from the volume of data generated. The following is an overview summarizing the major conclusions inferred by the analysis of the data.

Major Conclusions from Demographic Data

1. There was immediate, and excellent response to the study. Approximately 44 percent of the sample (9 percent of U. S. secondary schools) responded.

2. There was representation: from all geographic regions; urban, suburban, and rural; public, private and parochial; and sizes of schools.

3. The sample schools sponsored a wide diversity of interscholastic team sports.

4. The demographic data collected on respondents confirmed other data that indicate secondary principals/headmasters are white males, the largest number having five years or less tenure in their position.

5. As the size of the school increased, the number of grant-in-aid recipients increased.

6. The larger the percentage of minority enrollment, the greater the number of grant-in-aid recipients.

7. The variables of total enrollment, percent minority, and urban locale affected the number of grant-in-aid recipients who would not have met the Rule requirements regarding SAT/ACT minimums.

8. Size of school, geographic region, percent minority and type of school were all significantly related to the number of grant-in-aid recipients who would not have met the 2.0 GPA requirement of Rule 48.

9. More schools would have been affected by the 11 academic course requirement than by other parts of Rule No. 48. This is especially true for rural schools.

10. The size of school, percent minority enrollment, and type of school were significantly related to the number of grant-in-aid recipients who would not have met the 11 academic course requirement of Rule No. 48.

11. Rule No. 48 will have a greater impact on public schools than on private and parochial schools.

12. If the data from this sample is extrapolated across all high schools one could predict that the number of students and high schools affected by Rule No. 48 requirements would indeed be great.

13. More than two-thirds of those who were aware of the existence of the rule received their initial information through the news media rather than from colleges, district offices, or other professional sources.

Major Conclusions on Awareness of Rule No. 48

1. Seventy-five percent of the sample respondents are aware of the Rule, with the greater level of awareness observed within the Southern region of the nation; however, the urban, suburban or rural locale of a school apparently has no effect on awareness of the Rule.

2. The larger the school, more awareness appears to exist but there seems to be no relationship to racial composition of the school and awareness of the Rule.

3. Male principals are more aware of Rule No. 48, but the sex of the responding administrators apparently bears no relationship to their awareness while years of experience in that position does.

4. The public school sector is more aware of the existence of NCAA Rule No. 48.

Major Conclusions on Approval/Disapproval of Rule No. 48

1. The 700 SAT/15 ACT component of Rule No. 48 does not have the degree of approval of respondents indicated for the 2.0 GPA and 11 specific academic courses requirements.

2. The Southern region, most aware of the existence of the Rule, also is the most supportive of the SAT/ ACT standard.

3. Urban schools, though the most aware of the Rule, are the least supportive of the test scores standard, while size of the responding school does not appear to be related to approval/disapproval.

4. Schools with higher minority enrollment are least approving of the test score item. Less approval is also indicated by schools administered by minority principals and by those schools with the greater number of grant-in-aid recipients or potential recipients.

5. Demographic variables included for investigation in the study apparently had little or no effect on approval/ disapproval of the 2.0 GPA or 11 specific academic courses requirements of the Rule. Thus, it appears that components of the Rule that are under the direct administration of the school, and more in congruence with a school's current standards for graduation, are the most acceptable.

Major Conclusions on Receipt of Specific, Explanatory Information on Rule No. 48 from Colleges/Universities

1. Only 10 percent of the respondents who are aware of the Rule have received information from institutions of higher education.

2. Though the locale of the school seems to matter little, the larger public schools, with higher percentages of minority enrollment are most likely to receive information about the Rule from colleges or universities.

Major Conclusions on Informing Potential Grant-in-aid Recipients of Rule No. 48

1. Only 49 percent of respondents are informing potential grant-in-aid recipients of Rule No. 48 requirements. This becomes more significant when one considers that at least one-half of such students within U. S. secondary schools could remain ignorant of the mandates contained in NCAA by-laws. It is also interesting to note that only 26 percent of those indicating awareness of the Rule are carrying out this activity.

2. The larger urban school with a higher percentage of minority enrollment, and with a principal with longer tenure, is more likely to be providing information to student/athletes.

3. Those schools with the greater number of potential grant-in-aid recipients, and those with the greater number of grant-in-aid recipients who would not have met Rule standards, are more likely to be providing information to their current student/athletes concerning Rule No. 48 requirements.

Major Conclusions on Establishing Communication with Parents on Rule No. 48

1. Only 13 percent of the responding schools have established communication with parents concerning implications of the Rule.

2. Though the locale of the school appears to have little or no effect, the larger schools with higher percentages of minority students and a principal of long experience seem to be more likely to establish such communication procedrues.

3. As could be expected, communication with parents is greater among schools who are aware of the Rule; however, their approval or disapproval does not determine whether or not they inform parents concerning implications of the Rule's requirements.

4. Those schools which are in receipt of specific, explanatory information from colleges or universities are more likely to communicate this information to parents of potential grant-in-aid student/athletes. And--the greater the number of such students, the higher the level of communication with parents. This is particularly observable as existing in the public senior high school.

Major Conclusions on Curriculum Change Responses to Rule No. 48

1. Of the 1,957 schools responding, only 11 percent have made specific curriculum changes as a direct response to awareness of Rule No. 48. Of the schools that have made changes, 34 percent have altered existing courses; 66 percent have added new course(s); 12 percent have altered the number of credits required for a diploma; 10 percent have altered specific course requirements for a diploma, and; 9 percent have implemented new policies governing student participation in inter-scholastic athletics.

2. The size of secondary schools had little or no effect on whether or not curriculum changes had been implemented as a direct result of awareness of Rule No. 48.

3. As the percentage of minority students in responding schools increases so does the number of schools that have implemented curriculum changes.

4. Awareness of Rule No. 48 significantly affects the tendency of schools to change curriculum. This tendency can be particularly noted in relation to a school's approval or disapproval of the 700 SAT/15 ACT requirement. Approval or disapproval of the eleven academic course requirement and the 2.0 GPA requirement does not affect curriculum change.

5. Schools that have received specific, explanatory information from colleges or universities concerning the Rule have been significantly more prone to make curriculum change than schools that have not received such information.

6. The number of students schools have had to receive grants-in-aid who could not have met the three Rule requirements: 700 SAT/15 ACT; 2.0 GPA; and 11 academic course completion, had an appreciable effect on action taken to change curriculum.

7. Schools that have modified an existing course(s) or added a new course(s) to meet Rule No. 48 requirements were not strongly influenced by approval or disapproval of the three Rule requirements or the number of students to receive grants-in-aid who would not have met the three Rule requirements.

8. Approval or disapproval of Rule No. 48 requirements had little or no effect on responding schools' actions with regard to altering the number of credits required for a diploma.

9. The number of students schools have had to receive grants-in-aid who would not have met Rule requirements substantially affected the actions taken by schools relative to altering the number of credits required for a diploma.

10. Approval or disapproval of Rule requirements had little or no bearing on whether schools have altered specific course requirements for diploma, but the number of students receiving grants-in-aid who would not have met the requirements of the Rule substantially affected actions of schools to change specific course requirements for a diploma.

11. Approval or disapproval of Rule requirements did not strongly affect the tendency of schools to alter school policy for student participation interscholastic athletics. However, the number of grant-in-aid recipients schools have had who would not have met the SAT/ACT requirement and the 11 academic course requirement strongly affected alteration of policy.

Major Conclusions on Guidance and Counseling Responses to Rule No. 48

1. Twenty-eight percent of the respondents to the guidance and counseling items are, as a direct result of their awareness of Rule No. 48, encouraging potential grant-in-aid recipients to enroll in 11 academic courses; 19 percent are encouraging potential recipients to participate in remedial activities within specific courses and; 16 percent are encouraging potential recipients to participate in school sponsored tutorial activities addressing standardized test-taking techniques.

2. Awareness of Rule No. 48 prompted schools to begin encouraging potential grant-in-aid recipients to enroll in 11 academic courses. Yet, approval or disapproval of Rule requirements had little effect on this guidance activity by schools.

3. Schools that are now encouraging potential grant-in-aid recipients to participate in remedial activities within specific courses were strongly influenced to do so by their awareness of Rule No. 48, but approval or disapproval of requirements of the Rule had little influence on remediation activities.

4. The number of students schools have had to receive grants-in-aid who would not have met the 2.0 GPA requirement and the 11 academic course requirement

significantly influenced responding schools to begin encouraging potential recipients to participate in remediation activities within specific courses.

5. Awareness of Rule No. 48 significantly influenced schools to begin encouraging potential grant-in-aid recipients to participate in school sponsored tutorial activities addressing standardized test-taking techniques. On the other hand, approval or disapproval of Rule requirements had little bearing on this activity.

6. The number of students schools have had to receive grants-in-aid who would not have met the 2.0 GPA requirement had substantial bearing on the encouragement of potential grant-in-aid recipients to participate in test-taking tutorial activities.

Recommendations

1. The level of awareness of Rule No. 48 indicates a need for dissemination of information about the Rule to all types of schools in all geographic regions. Data from the study indicates that colleges and universities should take more responsibility in dissemination of Rule No. 48 information.

2. The widespread approval of Rule No. 48 by secondary school principals suggests they fully support efforts to upgrade academic standards for Division I student/athletes. NCAA officials should note this indication of interest by secondary principals to upgrade academic standards.

3. Since the data indicates that more schools would be affected by the 11 academic course requirements, particular attention needs to be addressed to this portion of the Rule. Because other research indicates a direct relationship between academic courses taken and SAT scores, this standard is particularly crucial.

4. Data from the study indicates that mechanisms need to be put in place to inform parents, students, principals, guidance officers, and athletic directors about the intent and consequences of Rule No. 48.

5. Programs should be developed that are aimed at the supporters of interscholastic athletics regarding the efforts initiated through Rule No. 48 to balance academics and athletics.

6. The implications of Rule No. 48 for upgrading academic standards for student/athletes should be set in the context of other reform effort to evaluate the academic standards of U. S. secondary schools.

7. Secondary schools should undertake careful analysis of student/athletes academic records to determine how they would be affected by Rule No. 48. Results of this analysis should be used to direct activities needed to help students to comply with these new standards.

8. Guidance and counseling procedures in secondary schools should be modified to directly relate academic values to participation in interscholastic sports.

9. Colleges and universities should undertake analysis of the high school records of current grant-in-aid recipients to determine how these students would have been affected by the rule. Outcomes of this analysis should be communicated to those secondary schools within their sphere of influence.

10. Since NCAA has taken the initiative to implement Rule No. 48, it appears that they have particular responsibility to establish an educational program related to those items that concern potential collegiate grant-in-aid student/athletes. Such a program should include:

    a. Updated, cost-free material distributed to U. S. secondary schools.

    b. Prepared audio-visual materials available to schools at mail cost only.

    c. Regular and continuous network announcements explaining specific NCAA requirements.

    d. Encouragement by NCAA officials regarding research by all legitimate parties concerning impact and implications of Rule No. 48.

11. National and state high school athletic assocations should recognize the impact of Rule No. 48 and take initiatives to help their member organizations and member schools understand and take actions to comply with Rule standards.

12. Data from this study suggests that the number of students in secondary schools who would be affected by this rule justifies carrying out the above recommendations.

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APPENDICES

APPENDIX A*

RESPONSES TO SECONDARY SCHOOL SURVEY

SR. HIGH SCHOOL: (III) COLLEGE OF EDUCATION

RESPONSE INSTRUMENT: NCAA RULE #48 CLEMSON UNIVERSITY

I. School Characteristics:

1. Geographic Designation (As per Regional Accrediting Association):
   New England 99/5.0 ; Middle States 531/27.2 ; Southern 509/26.1 ;
   North Central 498/25.5 ; Northwest 90/4.6 ; Western 291/11.2 ;
2. Urban 321/16.6 ; Suburban 591/30.7 ; Rural 1007/52.3 ;
3. Grades: 9-12 1719/88.5; 10-12 216/11.1 .
4. Number of pupils: 0-300 686/35.1 ; 301-600 463/23.6 ;
   601-900 235/12.0 ; 901-1200 207/10.5 ; 1201-1500 154/7.8 ;
   1501-Above 209/10.6 .
5. Racial composition: under 20% minority 1501/77.1 ; 21%-40% 222/11.4 ;
   41%-60% 102/5.2 , 61%-Above 120/6.1 .

Inter-scholastic Team Sports:

6.	Football:	Yes 1632/83.3;	No 327/16.6
7.	Basketball:	Yes 1930/98.4;	No 30/1.5
8.	Baseball:	Yes 1574/80.3;	No 385/19.6
9.	Track:	Yes 1711/87.3;	No 248/12.6
10.	Soccer:	Yes 691/35.2;	No 1267/64.7
11.	Hockey:	Yes 201/10.2;	No 1756/89.7
12.	Tennis:	Yes 1110/56.7;	No 847/43.2
13.	Golf:	Yes 1131/57.7;	No 826/42.2
14.	Wrestling:	Yes 1029/52.5;	No 929/47.4
15.	Other:	Yes 1235/63.1;	No 722/36.8

*Figures presented as: number/percent

II. Respondent:

16. Sex: Male 1824/93.3 ; Female 130/6.6 .

17. Race: Black 69/3.5 ; White 1846/94.8 ;

Hispanic 20/1.0 ; Other 12/.6 .

18. Tenure in Position: 0-5 865/44.3 , 6-10 448/22.9 ;

11-15 311/15.9 ; 16-Above 325/16.6 .

III. Awareness of Rule #48:

19. I am aware 1457/74.7 ; am not aware 490/25.1 ; of NCAA Rule #48.

IV. For Respondent's Information and Reaction to Rule #48:

Grant-in-aid recipient must:	This school: Approves	Disapproves
20. Score at least 700 on SAT; or 15 on ACT:	1415/78.9	378/21.0
21. Maintain a 2.0 of possible 4.00 GPA in:	1701/93.9	109/6.0
22. Eleven (11) specific academic courses: (3 English; 2 Math; 2 Social Studies; 2 Science; 2 Academic Electives.)	1688/93.2	123/6.7

V. Initial Source of Rule #48 Awareness: (Check as appropriate)

23. We learned of NCAA Rule #48 through:

Communication from College or University 250/15.0 ;

News Media 1135/68.4 ;

District (Central) Office Communication 32/1.9 ;

Professional Journal 55/3.3 ;

Other 186/11.2 .

24. Have you received specific, explanatory information concerning Rule #48 from a college or universtiy:

Yes 191/9.7 ; No 1760/90.1

VI. Informing Students:

25. Is your school informing potential grant-in-aid recipients of Rule #48 requirements?

Yes 958/48.9 ; No 1000/51.0

26. If "yes" in #25 above, check the method used in your school for informing potential grant-in-aid recipients:

Principal 241/24.4 ; Guidance Office 576/58/7 ;

Athletic Director 120/12.1 ; Team Coach 45/4.5 .

VII. Grant-in-Aid Recipients:

27. Number of grant-in-aid recipients from Division I institutions at your school over the past five (5) years (1978-79 through 1982-83):

0-3 1103/63.6 ; 4-6 304/17.5 ; 7-10 154/8.8 ; 11-Above 173/9.9 .

Of the students in #27 above, how many would you say would not have met the requirements now put forth in Rule #48.

28. 700 on SAT or 15 on ACT

0-3 1359/89.2 ; 4-6 105/6.8 ; 7-10 37/2.4 ; 11-Above 22/1.4

29. 2.00 GPA of possible 4.00

0-3 1339/90.7 ; 4-6 78/5.2 ; 7-10 25/1.6 ; 11-Above 34/2.3

30. Completed eleven (11) specific courses

0-3 1273/86.9 ;4-6 94/6.4 ; 7-10 42/2.8 ; 11-Above 55/3.7 .

VIII. Curriculum Changes:

As a direct result of your school's awareness of the importance of Rule # 48, have you:

31. Established communication procedures with parents specifically dealing with implications of the Rule?

Yes 248/12.6 ; No 1705/87.3

32. Made any curriculum change?

Yes 217/11.0 ; No 1740/88.9

33. If "yes" in #32 above, check appropriate response(s):

modified existing course(s) 78/33.9 ;

added a course(s) 152/66.0 .

34. Altered the number of credits required for a diploma?

Yes 225/11.5 ; No 1731/88.4.

35. Altered specific course requirements for a diploms?

Yes 200/10.2; No 1759/89.7.

36. Altered school policy for student participation in inter-scholastic athletics?

Yes 176/8.9 ; No 1783/91.0 .

IX. Guidance and Counseling:

As a direct result of your school's awareness of the importance of Rule #48, have you altered guidance and/or counseling procedures to encourage potential grant-in-aid recipients to:

37. Enroll in the eleven (11) courses specified in Rule # 48?

Yes 549/28.0; No 1406/71.9 .

38. Participate in remedial activities within the specific course areas?

Yes 378/19.3; No 1577/80.6 .

39. Participate in school sponsored tutorial activities addressing standardized test-taking techniques?

Yes 305/15.6 ; No 1650/84.3

X. Organization

40. Is your high school:

Public 1584/82.5 ; Private 232/12.0 ; Parochial 103/5.3 .

APPENDIX B

Comments from Secondary School Respondents

DEMOGRAPHY

State has already mandated change in curriculum	15
Not applicable because of student population	6

INFORMING STUDENTS

Communicated to athletes by counselor	13
Communicated to athletes by athletic department	3
Communicated to athletes by principal	1
Presently informing students of Rule No. 48	5
Grant-in-aid recipients unknown	1
Students need to be informed	1

INFORMING PARENTS

Maintain communication with parents	2
Will contact parents when/if necessary	2

INFORMATION FROM UNIVERSITIES

Should place more emphasis on academics rather than athletics	9
Need more information on Rule No. 48	53
Disapproval of questionnaire	3
Approval of survey	7
Changes in curriculum due to changing college requirements	1
Will change program if rule is finalized	6
Few grant-in-aid recipients	2
No grant-in-aid students	6

ACT/SAT bad indicators of ability---------- 3

GPA bad indicator of knowledge---------- 1

"C" average or better required for athletic participation---------- 3

Combined GPA and test scores good indicators of ability---------- 1

APPROVAL OF RULE NO. 48

Approval of Rule No. 48---------- 109

Disapproval of Rule No. 48---------- 22

Rule No. 48 will have little effect---------- 9

No motivation for high schools to comply with Rule No. 48---------- 1

Not aware of Rule No. 48---------- 36

Requirements of Rule No. 48 too lenient---------- 18

CURRICULUM

Requirements or curriculum met or exceeded prior to the rule---------- 269

Remedial program offered to athletes---------- 12

No exceptions should be made for athletes---------- 6

GUIDANCE AND COUNSELING

Meetings held routinely to guide all students--------- 3

Counselors need more information on Rule No. 48 to advise effectively---------- 2

Will start to counsel students of Rule No. 48--------- 3

ORGANIZATION

Not applicable due to school organization/ affiliation---------- 21

No Division I prospects---------- 5

No knowledge of Division I school definition---------- 1

No restrictions placed on athletes---------- 1

APPENDIX C*

RESPONSES TO DIVISION I INSTITUTION I SURVEY

DIVISION I INSTITUTIONS: (I) COLLEGE OF EDUCATION

RESPONSE INSTRUMENT: NCAA RULE #48 CLEMSON UNIVERSITY

I. Institutional Characteristics:

1. Geographical Designation (As per Regional Accrediting Association);
   New England 4/6.7 ; Middle States 17/28.3 ;
   Southern 23/38.3 ; North Central 6/10.0 ;
   Northwest 4/6.7 ; Western 6/10.0 .
2. Number of students: Less than 5,000 14/23.4 ; 5001-10,000 15/25.0
   10,001-15,000 12/20.0 ; 15,001-20,000 5/8.3 20,001-Above 14/23.3 .
3. Racial Composition: under 10% minority 32/56.2 ; 11%-20% 22/38.6 ;
   21%-30% 1/1.7 ; 31%-Above 2/3.5 .
4. Charter: State School 38/65.5 ; Private 16/27.6 ;
   Parochial 4/6.9 .

Inter-collegiate Team Sports:

5.	Football:	Yes 44/75.9 ; No 14/24.1
6.	Basketball:	Yes 60/100. ; No 0/0
7.	Baseball:	Yes 53/89.8 ; No 6/10.2
8.	Track:	Yes 50/83.3 ; No 10/16.7
9.	Soccer:	Yes 35/60.3 ; No 23/39.7
10.	Hockey:	Yes 10/17.5 ; No 47/82.5
11.	Tennis:	Yes 60/100. ; No 0/0
12.	Golf:	Yes 57/95.0 ; No 3/5.0
13.	Wrestling:	Yes 23/39.0 ; No 36/61.0
14.	Other:	Yes 53/93.0 ; No 4/7.0

*Figures presented as: number/percent

II. Respondent:

15. Sex: Male 45/76.3 ; Female 14/23.7 .

16. Race: Black 6/10.2 ; White 53/89.8 ; Hispanic 0/0 ;
Other 0/0 .

17. Tenure in Position (years): 0-5 29/49.2 ; 6-10 14/23.7 ;
11-15 4/6.8 ; 16-Above 12/20.3 .

III. This institution's reaction to the following components of Rule #48:

	This school: Approves	Disapproves
18. 700 on SAT or 15 on ACT;	46/79.3	12/20.7
19. 2.00 GPA of possible 4.00;	59/100	0/0
20. Eleven (11) specific academic courses; (3 English; 2 Math; 2 Social Studies: 2 Science; 2 Academic Electives.)	57/96.6	2/3.4

IV. Grant-In-Aid

21. This institution currently has the following number of student/athletes on grant-in-aid(all sports):

50-75 11/19.0 ; 76-100 3/5.2 ; 101-125 5/8.6 ;
126-150 8/13.8 ; 150-Above 31/53.4 .

Of the number of student/athletes checked in #21 above, how many would you say would not have met the component requirements of Rule #48?

22. 700 SAT or 15 ACT: 0-15 30/51.7 ; 16-30 8/13.8 ;
31-45 6/10.4 ; 46-60 4/6.9 ; 61-Above 10/17.2 .

23. 2.00 GPA of possible 4.00: 0-15 47/79.6 ; 16-30 4/6.8 ;
31-45 1/1.7 ; 46-50 1/1.7 ; 61-Above 6/10.2 .

24. Eleven academic courses: 0-15 32/54.2 ; 16-30 7/11.9 ;
31-45 3/5.1 ; 46-50 5/8.5 ; 61-Above 12/20.3 .

V. Communications with Secondary Schools:

As a direct result of Rule #48, this institution has:

25. provided information to public and non-public senior high schools:

Yes 12/20.7 ; No 46/79.3 .

26. provided information to potential student/athlete grant-in-aid recipients:

Yes 27/46.6 ; No 31/53.4 .

27. made recommendations to public and non-public senior high schools concerning Rule #48.

Yes 7/12.1 ; No 51/87.9 .

28. made recommendations to potential student/athlete grant-in-aid recipients concerning Rule #48.

Yes 27/47.4 ; No 30/52.6 .

IV. SAT, ACT Scores (check appropriate test scores):

What is the average SAT/ACT score of your entire study body?

29. SAT_____; Mean_____ Incomplete response

30. ACT_____; Mean_____ Incomplete response

What is the average SAT/ACT score of your student/athlete grant-in-aid holders?

31. SAT_____; Mean_____ Incomplete response

32. ACT_____; Mean_____ Incomplete response

VII. Graduation Rate

33. Of all student/athletes who enrolled as freshman under grant-in-aids, what is the normal graduate rate:

below 50% 27/61.3 ; 51%-60% 4/9.1 ; 61%-70% 4/9.1 ;

71%-80% 4/9.1 ; 81%-Above 5/11.4 .

34. Of those student/athletes in #33 above, what percentage scored less than 700 on SAT (or 15 on ACT)?

below 50% 20/83.3 ; 51%-60 3/12.5 ; 61%-70% 0/0 ;

71%-80% 1/4.2 ; 81%-Above 0/0 .

COMMENTS: (Please make any comments you feel desirable for the different sections of the questionnaire--label any sections upon which you are commenting.)

APPENDIX D*

RESPONSES TO DIVISION I INSTITUTION II SURVEY

DIVISION I INSTITUTIONS: (II) COLLEGE OF EDUCATION

STUDENT ATHLETE RESPONSE INSTRUMENT: NCAA RULE # 48 CLEMSON UNIVERSITY

I. Personal Data:

Check appropriate response:

1. Sex: Male 638/71.9 ; Female 249/28.1

2. Race: Black 183/20.7 ; White 677/76.7 ; Hispanic 14/1.6 :
Other 9/1.0 .

3. Class Standing: Freshman 254/28.7 ; Sophomore 208/23.5 ;
Junior 241/27.2 ; Senior 183/20.6 .

4. Students enrolled in Senior High School wehre you graduated:
0-300 95/10.8 ; 301-600 167/18.9 ; 601-900 150/17.0 ;
901-1200 176/20.0 ; 1201-1500 128/14.5 ; 1501-Above 166/18.8 .

How would you classify your High School:

5. urban 210/28.1 ; suburban 404/54.1 ; rural 133/17.8 .

6. public 651/82.0 ; private 143/18.0

7. How would you classify your college
state school 570/64.8 ; private 263/29.9 ;
parochial or denominational 46/5.3 .

Check appropriate response below for your total SAT or ACT score:

8. SAT score: 400-600 24/3.6 ; 601-700 67/10.2 ;
701-800 111/16.9 ; 801-900 107/16.3 ;
901-1000 150/22.8 ; 1001-Above 199/30.2.

*Figures presented as: number/percent

9. ACT score: 13 or below 47/11.6 ; 14-17 93/22.9 ;
18-21 94/23.2 ; 22-25 92/22.7 ; 26-29 63/15.6 ;
30-Above 16/4.0 .

High School grade point average and rank in class.

10. GPA 2.00 or below 16/1.8 ; 2.01-2.5 135/15.5 ;
2.51-3.00 277/31.8 , 3.01-3.5 246/28.4 ;
3.51-4.00 196/22.5 .

11. Rank: 0-25% 34/4.0 ; 26-50% 173/20.1 ; 51-75% 282/32.7 ;
76-99% 372/43.2 .

Circle the number of the following academic courses you completed in High School.

		1	2	3	4
12.	English	1/.1	24/2.8	134/15.4	713/81.7
13.	Math	12/1.4	117/13.5	251/28.9	488/56.2
14.	Physical and/or Biological Science	53/6.1	259/29.7	294/33.8	265/30.4
15.	Social Studies	14/1.6	195/22.6	338/39.2	316/36.6
16.	Academic Electives: (Does not include P.E. Art, Band, Chorus, Shop, Voc. courses, etc.	45/5.7	157/20.0	192/25.0	390/49.7

17. Current college grade point average:
Below 1.5 11/1.5 ; 1.51-1.99 61/8.5 ; 2.00-2.49 212/29.4 ;
2.50-2.99 224/31.0 ; 3.00-3.49 165/22.9 ; 3.50-Above 49/6.7 .

II. Awareness of and Reaction to NCAA Rule #48

18. Are you aware that the NCAA has passed Rule #48 which sets forth new eligibility requirement for athletic grants-in-aid?

Yes 526/60.0 No 350/40.0

19. If you answered "yes" in #18 above, where did you learn about Rule #48? (check appropriate item):

Newspaper, magazines and/or television 203/38.3

High School Coach 29/5.5

College Coach 174/32.7

College Athletic Academic Advisor 94/17.7

Other 31/5.8

Your reaction to each of the following requirements of Rule #48:

	Approve	Disapprove
20. Score at least 700 on SAT, or 15 on ACT:	639/77.5	186/22.6
21. Maintain a 2.0 of possible 4.00 GPA in;	782/94.2	48/5.8
22. Eleven (11) specific academic courses; (3 English; 2 Math; 2 Social Studies; 2 Science; 2 Academic Electives.)	723/87.2	106/12.8

III. Course of Study

23. Was your high school preparation classified as "College Preparatory" courses?

Yes 706/81.3 ; No 162/18.7 .

24. If "yes"in #23 above, do you feel that the courses you took helped your college work?

Yes 642/90.2 ; No 70/9.8 .

COMMENTS: (Please make any comments you feel desirable for the different sections of the questionnaire--label any sections upon which you are commenting.)

APPENDIX E

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